

THE TIMES

## Educational Supplement

FRIDAY SEPTEMBER 13 1985 NUMBER 3811

FIRST PUBLISHED 1910 PRICE 55p

## SPECIAL EDUCATION

continued

## DEVON

Please see displayed advertisement on page 81.  
(14214)

160022

## HAMPSHIRE

**ROSEMARY PORTAL SCHOOL**  
Rushmore Lane, Compton,  
Winchester SO21 2AJ  
120 on roll  
Permanent teacher required January 1986 for a class of 15 yr. olds with moderate learning difficulties at this boarding day school. There will also be 3 hours per week extra duty.  
Scale 1 + S.S.A.  
Details and application forms available from the Headmaster on receipt of a S.A.E. (06663) 160022

## LONDON

Experienced, qualified special education teachers wanted for now and January, for small Jewish school for mentally handicapped children.  
Apply with CV to Head-teacher, Mrs C. Lehman, 678 Finchley Road, London, N10 3RN. (06986)

## EALING

**LONDON BOROUGH ST. ANN'S SCHOOL**  
London W7  
Scale 1 plus Special Schools  
For further details see under 'Further Education' - page 82 (14570)

## SPECIAL NEEDS IN HARINGEY

## PERIPATETIC SPECIAL NEEDS TEACHERS LEARNING SUPPORT DEPARTMENT

Four posts (Scale 3) are available from January 1986 or as soon as possible thereafter to provide support for children with special needs in ordinary and special classes within mainstream schools. Some of these children will be formally assessed as having special educational needs.

- The role of this teacher is to support children with specific learning difficulties in both opportunity and mainstream classes, to advise teachers in the preparation and implementation of learning, programmes and to make a contribution to in-service provision. For this post applicants should have experience of teaching children with learning difficulties and specifically those who have difficulty in acquiring numeracy skills (Ref: L.S. 1).
- The role of this teacher is to provide cover for opportunity classes and language classes in primary schools in emergencies, to release teachers for in-service training and to provide a link before and during the re-integration of children into mainstream education. Some consultative and support work with children with learning difficulties is also envisaged (Ref: L.S. 2).
- Two teachers are required to provide support primarily to Downs children and their teachers in mainstream infant and junior classes. Ideally candidates will have experience of working in both mainstream and special education. (Ref: L.S. 3).

Applicants for all these posts must be able to work flexibly in a variety of situations and be willing to respond to the changing needs of individuals and to special education in general. Familiarity with innovative teaching techniques is essential, as is the ability to communicate well with a wide range of people and to advise and support mainstream teachers.

A casual car allowance is payable for all posts.

Head of Learning Support: Mrs M. Muesel (01-883 1084).

**NOSELLE SCHOOL**, Adams Road, London, N17.

The following teachers are required for January 1986 at this all-age school for children with moderate learning difficulties. The school is developing strong links with local mainstream schools; applicants should be willing to further develop those links which are designed to facilitate re-integration and ensure that all pupils have access to a broad and appropriate curriculum.

## TEACHER

(Scale 2/3)

(i) For Science and/or Craft, Design and Technology throughout the school.

## CLASS TEACHER

(Scale 1 + Special Schools Allowance or Scale 2/3)

(ii) For a group of 9 year olds in the Junior Department. Applicants for the promoted post should have state curricular interest and experience.

## TEACHER

(Scale 1 + Special Schools Allowance)

(iii) For the Leavers' Unit, and some main school groups.

Previous experience of teaching children with special educational needs is desirable but not essential.

Headteacher: Mr. D. Baker (01-808 8869/8345).

**WILLIAM C HARVEY SCHOOL**, Adams Road, London, N17.

Required for January 1986, or as soon as possible thereafter, a

## TEACHER

(Scale 2/3)

(i) to take responsibility for a class of partially ambulant, multiple-handicapped children with severe learning difficulties. The post entails close liaison with parents and other professionals.

## Also required a

## TEACHER

(Scale 1 + Special Schools Allowance)

(ii) for a class of up to 10 children with severe learning difficulties. Opportunities available for developing own skills and interest. Music and/or Drama would be an advantage.

Headteacher: Mrs. L. Hall (01-808 7120).

**THE VALE PH SCHOOL**, Vale Road, London, N4.

## TWO TEACHERS

(Scale 1 + Special Schools Allowance)

are required for this all-age school for pupils whose primary disability is physical but who may have associated learning difficulties. The school has long-established integration arrangements at primary and secondary level.

(i) A permanent post is available from January 1986 for a teacher with an interest in and experience of working with pupils with severe and complex disabilities. The successful candidate will be expected to take part in developing alternative forms of communication for these pupils.

(ii) A temporary post is also available for a teacher with primary skills, with effect from 30th September 1985 to cover a maternity leave which is not expected to continue after June 1986. A Scale 2/3 post is available for a suitably experienced applicant.

Headteacher: Mr. N. Baguley (01-800 4772)

Applicants for any of these posts are encouraged to contact the Headteacher in each case for further details and to arrange a visit.

London Allowance (1,038) payable.

Removal Expenses - 100% in approved cases (for permanent posts only).

Forms of application (s.a.e.) available from Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green, London, N22 4TY or telephone 01-881 8000 ext. 3147.

CLOSING DATE FOR ALL POSTS: 4th October 1985.

(078)

## BIRMINGHAM

CITY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

EDUCATION DEPARTMENT

MUSIC THERAPIST - Scale 1 plus Special Schools

Required for January 1986, a qualified Music Therapist to join a well established team of music therapists working in special schools. Remuneration would be on Scale 1 provided that the successful applicant is also a qualified teacher. Those without a teaching qualification will be considered on the basis of their understanding of the role offered would be based on an instructor's grade.

Further particulars and application forms available from the Chief Education Officer, City of Birmingham Education Department, School Division (Room 311), Education Office, Margaret Street, B3 3BU, enclosing a.s.

Closing Date: 1st October 1985.

Unless otherwise stated, application forms and further particulars available from the Headteacher or Principal of the School. College concerned enclosing a.s. (06575) 160022

**BUCKINGHAMSHIRE**  
Equal Opportunity Employer  
MILTON KEYNES SPECIAL SERVICES  
Hospital teacher, part-time  
Hospital teacher, part-time  
A very experienced teacher is required to provide education and support for school age children who are patients at the new Milton Keynes Hospital. Scale 1.  
This part-time post is available from January 1986.  
Application forms and further details are available from the Education Officer, J.A. Hennessey, B. Sec. 22, of the Milton Keynes Area Education Office, 100 Westgate East, Central Milton Keynes, MK9 3BB, on receipt of a foolscap stamped envelope to be returned by Friday, 4th October 1985. (18042) 160022



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## SPECIAL EDUCATION

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## HAMPSHIRE

**ROSEMARY PORTAL SCHOOL**  
Shepherds Lane, Compton,  
Worcestershire B95 2AJ  
120 on roll  
Permanent teacher required  
January 1986 for a class of 8-10 yr. olds with moderate learning difficulties at this boarding/day school. There will also be 3 hours per week extra-curricular tuition.  
Scale 1 + S.S.A. Application forms available from the Headmaster on receipt of S.A.E. (05665) 160022

## BIRMINGHAM CITY COUNCIL

**AN EQUAL OPPORTUNITIES EMPLOYER**  
EDUCATION DEPARTMENT

**MUSIC THERAPIST - Scale 1 plus Special Schools Allowance**  
Required for January 1986, a qualified Music Therapist to join an established team of three music therapists working in Birmingham. Remuneration would be on Scale 1 plus Special Schools Allowance. Successful applicant is also a qualified teacher. Those without qualified status are welcome to apply, on the understanding that the salary offered would be based on an instructor's grade.  
Further particulars and application form available from Chief Education Officer, City of Birmingham Education Department, Schools Division (Room 311), Education House, Margaret Street, B3 3BU, enclosing a.s.e.  
Closing Date: 1st October 1986  
Unless otherwise stated, application forms and further particulars available from the Headteacher or Principal of the School or College concerned. Inquiries a.s.e. (06957) 160022

## BUCKINGHAMSHIRE

**Equal Opportunity Employer**  
**MILTON KEYNES COLLEGE**  
Hospital teacher, part-time mornings only  
A very experienced teacher is required to provide educational support for school age children who are patients at the new Milton Keynes Hospital. Scale 1, plus Special Schools Allowance.  
This part-time post is available from January 1986. For details and application form, contact the Headteacher, Milton Keynes Education Office, 100, Watlington Road, Milton Keynes MK9 2AS, or request a copy of the advertised advertisement envelope. (160022)

## CAMBRIDGESHIRE

**Equal Opportunity Employer**  
**AMHERST COLLEGE SPECIAL EDUCATION TEAM**  
**HIGHFIELD SCHOOL**  
Six  
Required as soon as possible, a teacher (Scale 1a) to work two days per week in this small special school for children with severe learning difficulties and to work especially with some of the more able children to integrate three days per week fully into the main stream. Primary school some 3 miles away. For this reason, ability to drive and possession of a car would be essential.  
Application form and details from Senior School Education Officer, Digulston Street, Cambridge CB2 3AP (a.s.e. please). (06474) 160022

## CHESHIRE

**EDUCATION COMMITTEE**  
**GRAPENHALL HALL SCHOOL**  
Church Lane, Grapenhall, Warrington W4 3EU  
Tel: Warrington 63895

**GROUP 1 (8) Boarding and day school for boys with learning difficulties**  
Required for January 1986. Teacher (Scale 1 plus Special Schools Allowance).  
An interest in the teaching of practical subjects, and a strong commitment to C.S.E. level would be an advantage.  
The appointed person will be expected to undertake an average of 15 hours per week extra-curricular work time for which an additional allowance is payable.  
Shortlisted applicants will be invited to view the school.  
Application forms available from the District Education Officer, Education Department, Priestley House, Bank Street, Warrington, Cheshire, WA9 6JG, or by telephone 0925 411111. (160022)

## CHESHIRE

**EDUCATION COMMITTEE**  
**TARPOLEY BROOK FARM SCHOOL**  
Brook Road, Tarpoley, Cheshire  
Tel: Tarpoley 3201

**SCALE 1 PLUS S.S.A.**  
Teacher of Art and Craft required for January 1986 to teach general subjects plus art and craft to a level in this senior mixed school. The school has a reputation for high standards. Desirable. Possibility of residence.  
Extraordinary duties of 12 hours per week is a condition of service.  
Enquiries invited to contact the Headteacher. (160022)

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Extraordinary duties of 12 hours per week is a condition of service.  
Enquiries invited to contact the Headteacher. (160022)

## DURHAM COUNTY COUNCIL

**BARLINGTON MAFIELD SCHOOL**  
Applications are invited for suitably qualified teachers for the post of Assistant Teacher (Scale 1 plus Special Schools Allowance) at the above school. The successful candidate will be responsible for the delivery of lessons and the supervision of pupils. Details available from the Area Administrative Officer, Mrs. L. A. Updell, Road, Barlington, on receipt of a completed application form and a stamped envelope to be returned by 4th October 1986. (160022)

## DURHAM COUNTY COUNCIL

**BISHOP AUCKLAND SCHOOL**  
Applications are invited for suitably qualified teachers for the post of Assistant Teacher (Scale 1 plus Special Schools Allowance) at the above school. The successful candidate will be responsible for the delivery of lessons and the supervision of pupils. Details available from the Area Administrative Officer, Mrs. L. A. Updell, Road, Barlington, on receipt of a completed application form and a stamped envelope to be returned by 4th October 1986. (160022)

## ESSEX

**THE RAYWARD SCHOOL**  
Malton Road, Chelmsford  
Tel: Chelmsford 58667  
Full-time teacher, Scale 1, plus Special Schools Allowance.  
Urgently required January 1986, for Woodwork. Competent, willing and enthusiastic to teach Practical Workshop skills to children with moderate learning difficulties. Specialist qualifications desirable but not vital.  
Please contact the Headteacher, Mrs. C. Reynolds, a.s.e. (02063) 160022

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## HEREFORD AND WORCESTER COUNTY COUNCIL

**RHYDD COURT SCHOOL**  
Handley Cross, Worcester WR9 0AD  
Required for January 1986, Assistant Teacher (Scale 1 + S.S.A.) to teach English and Communication to boys with special educational needs in the 11-16 age range.  
Rhydd Court is a 3-day boarding school for boys with educational and behavioural problems. This post DOES NOT involve additional residential duties.  
Further information available from Head Teacher, (S.A.E. please), (160022)

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## Shed teachers and recruit more advisers, DES says

by Susanah Kirkman

Teachers' unions reacted with hostility this week to a DES proposal that I.e.s.s. should reduce their teaching staffs and use the savings to take on more advisers and inspectors. Classroom teachers made "surplus" by falling rolls could become advisers, suggests a draft statement on the role of I.e.s.s. advisory bodies issued by Sir Keith Joseph on Tuesday. The statement says that extra advisers will be needed to carry out teacher appraisal. "To cut the number of teachers in the face of an expanding primary roll and a shortage of specialist teachers is an extraordinary proposal," commented Mr David Hart, general secretary of the National Association of Headteachers.

Mr Hart insisted that there was no need to expand the advisory service to assess teachers' performance; the schools were perfectly capable of doing that themselves. In any case, there had been no national discussion of teacher appraisal yet. "The DES and the Secretary of State have once again demonstrated their innate ability to alienate many people in the education service," Mr Hart said.

An NUT spokeswoman said the union would welcome a boost to the advisory services, but not at the expense of the number of teachers. There were still more than a million children in over-sized classes, and the teaching force could not be cut back in line with falling rolls if the scope of the curriculum was to be protected.

In the draft statement, Sir Keith Joseph has urged an expansion of I.e.s.s. advisory services and has recommended that authorities should regularly review the role of their advisers and inspectors.

The draft statement says that "a shift

in the numbers of posts from teachers to advisers... would lead to an expanded cadre of well-qualified and trained advisers."

A DES spokesman explained: "As the teaching force falls due to falling rolls, this may release resources which the authorities might consider using to the benefit of the advisory services." The statement says that the improvement in education sought by the Government and outlined in the White Paper, *Better Schools*, will make extra demands of I.e.s.s. advisers. They will need to spend more time evaluating the quality of education and furthering curriculum development.

I.e.s.s. advisers will probably have to expand their role to include the evaluation and development of PE provision, the statement suggests. The advisory services could also help with staff development to non-advanced PE for students over 19. And they should also be involved with advanced PE, as I.e.s.s. need to be able to give "informed judgements on the quality of the work and of the institutions and staff delivering it," says the statement.

To improve the management structure of advisory teams, all I.e.s.s. should appoint a chief inspector or adviser, the statement recommends. Sir Keith has called for stronger links between I.e.s.s. inspectors and HMI inspectors. They could work more closely on curriculum development, in-service training for teachers in the training of advisers and HMI themselves.

The National Association of Inspectors and Educational Advisers, has welcomed the statement, particularly the reference to the need for a closer working relationship between HMI and local advisers.

## Liverpool heads may work for no pay

by Richard Garner

Headteachers may continue working for no pay if Liverpool's education service collapses through the Labour-controlled city council going bankrupt.

Mr John Wootton, executive member of the National Association of Headteachers for the area, said: "I would want my members to work. We have all faced closures of schools in the past and we don't just go home and sit on our backsides."

Mr David Hart, general secretary of the NAHT, said he felt most of his members would want to continue trying to run the schools. But to what extent they would be able to do so would depend on the attitudes of support staff - such as caretakers who could insist they remain shut.

Mr Kenneth Angell, Liverpool's director of education, said: "My guess would be that we could still run a



Assembly line: Protesting teachers picket the closely-guarded entrance to the SDP Assembly in Torquay before holding a 500-strong rally. But SDP members, while voicing sympathy with their case, called on them to stop their industrial action. Conference report, page 8.

## Inquiry to look at grants for pupils staying on

by Mark Jackson

Education maintenance grants for the over-16s are expected to be considered by a government inquiry into the overall funding of training and vocational education.

A comprehensive inquiry is being undertaken for the Employment Secretary by the Manpower Services Commission.

It is known that most of the commissioners favour some form of grant for those who stay on in full-time education. Now the Commission's top officials are swinging round to the same view.

The commissioners and their staffs fear that their attempts to develop a coherent and integrated system of education and training for the 16 to 19s will be thwarted if there is a continuing stark contrast in the treatment of those who stay on in education and those who go into training. They fear that it could seriously damage both the Youth Training Scheme and the Technical and Vocational Education Initiative.

The first group of TVET pupils will be 16 this year, and the MSC is watching to see how many stay on to

Careers officers' conference pages 14, 20

complete their four year programme - or leave to go into jobs or the YTS. If a high proportion of the TVET youngsters, and of other 16-year-olds expected to stay on, yield to the temptation of the YTS allowance it would not only prejudice the TVET, but might put serious strain on YTS resources.

MSC chiefs are now openly hinting at these dangers. The chairman, Mr Bryan Nicholson, said at the weekend that there were bound to be worries that differences in the treatment of the age group would distort the YTS. Last week the commission's director, Mr Geoffrey Holland, told an audience of trade unionists that solving the issue of income support was vital to the development of parallel systems between which people could move freely, he admitted that there was a danger that YTS might attract young people away from full-time education.

The principal argument against maintenance grants is their cost. There is no way of ensuring that grants are paid solely to those who would otherwise leave school, and the only way of limiting the overall cost is by some form of means test.

The Treasury has always been horrified at the notion of paying grants to the whole of the sixth form and FE college population. But now officials presenting the case for maintenance grants will now be able to argue that many of those who received them would otherwise be drawing the YTS allowance.

Report, page 5

## SPECIAL NEEDS IN HARINGEY PERIPATETIC SPECIAL NEEDS TEACHERS LEARNING SUPPORT DEPARTMENT

Four posts (Scale 3) are available from January 1986 or as soon as possible thereafter to provide support for children with special needs in ordinary and special classes within mainstream schools. Some of these children will be formally assessed as having special educational needs.

(i) The role of the teacher is to support children with specific learning difficulties in both opportunity and mainstream classes, to advise teachers in the preparation and implementation of learning programmes and to make a contribution to in-service provision. For this post applicants should have experience of teaching children with learning difficulties and specifically those who have difficulty in acquiring numeracy skills (Ref: L.S. 1).

(ii) The role of this teacher is to provide cover for opportunity classes and language classes in primary schools in emergencies, to release teachers for in-service training and to provide a link before and during the re-integration of children into mainstream education. Some consultative and support work with children with learning difficulties is also envisaged (Ref: L.S. 2).

(iii) Two teachers are required to provide support primarily to Downs children and their teachers in mainstream infant and junior classes. Ideally candidates will have experience of working in both mainstream and special education. (Ref: L.S. 3).

Applicants for all these posts must be able to work flexibly in a variety of situations and be willing to respond to the changing needs of individuals and to special education in general. Familiarity with innovative teaching techniques is essential, as is the ability to communicate well with a wide range of people and to advise and support mainstream teachers.

A casual car allowance is payable for all posts.

Head of Learning Support: Mrs M Musset (01-883 1094).

**MOSELLE SCHOOL, Adams Road, London, N.17.**

The following teachers are required for January 1986 at this all-age school for children with moderate learning difficulties. The school is developing strong links with local mainstream schools; applicants should be willing to further develop those links which are designed to facilitate re-integration and ensure that all pupils have access to a broad and appropriate curriculum.

### TEACHER (Scale 2(S))

(i) for Science and/or Craft, Design and Technology throughout the school.

### CLASS TEACHER (Scale 1 + Special Schools Allowance or Scale 2(S))

(ii) for a group of 9 or 10 children in the Junior Department. Applicants for the promoted post should state curricular interest and experience.

### TEACHER (Scale 1 + Special Schools Allowance)

(iii) for the Leavers' Unit, and some main school groups.

Previous experience of teaching children with special educational needs is desirable but not essential.

Headteacher: Mr. D. Baker (01-808 8898/8345).

**WILLIAM C HARVEY SCHOOL, Adams Road, London, N.17.**

Required for January 1986, or as soon as possible thereafter, a

### TEACHER (Scale 2(S))

(i) to take responsibility for a class of partially ambulant, multiple-handicapped children with severe learning difficulties. The post entails close liaison with parents and other professionals.

### TEACHER (Scale 1 + Special Schools Allowance)



## Second opinion **Accentuate the positive**

What emerges once again is the need for a plan for 16-19 which studies the needs of the age group as a whole: a plan which holds the interests of those who remain full-time in the education system, those who leave and enter two years of YTS, and those who move in and out of employment, training and FE, in balance and sees them as a coherent whole. Such a formula is 25 years overdue, but it is still possible that the MSC may prove to be the catalyst provided, always, that it takes a broad enough view of the needs of the age groups, industry and society at large, to give due weight to education and personal development alongside the requirements of employment.

most foreign nationalities also) are more disturbing in comics. This is surely something Britain's monopoly comic publishers could be tackled by now.

I am not thinking of running as openly engaged as a comic strip circulating among South African coloured children featuring the adventures of one Audacious Blackie.

The working-party report is also breaking new ground because it does not foresee the need for a change-over at national level. It says there is no reason why I.E.S.s should not adopt their

**by Richard Garner  
and David Ross**

The NAHT wanted the Education Secretary to free £40 million of his £1.25 billion four-year package for a settlement this year in exchange for a statement of intent from teachers that they would negotiate his 14-point plan for a new contract.

Mr Alan Evans, NUT's education officer and a member of the delegation to Sir Keith, said heads needed training to make sure that GCSE assessment techniques were properly implemented.

Mr Bob Dunn will be concerned with school reorganization proposals, relations with the voluntary sector, independent schools and the youth service. He is also to take charge of school government, which suggests that he will pilot through Parliament the forthcoming Bill removing i.e.n.s' built-in majority. Mr Peter Brooke keeps his responsibilities for higher education and research and retains the area of adult and continuing education.

## by Hilary Wilce

The patron of ICM, Lord Aboyne, was due to meet Mr Brooke this week for further discussions.

A spokesman for the Department of Education and Science said this week "Mr Brooke has acted in good faith over this matter and he is concerned

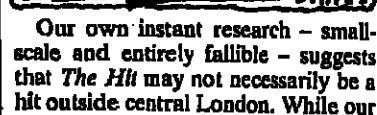
## by Bert Lodge

the *TES* this week that copies of the document were distributed from five Asian community centres, including a mosque, just before the vital gov-

1983. This consisted of a week's diary of his contacts with Asian parents.

osing schools, reorganizing sixth-  
rms, and cutting college lecturer  
ts. Coopers and Lybrand recom-

The accompanying article took as its pretext the imminent launch of yet another teenage glossy, *The Hii*, and suggests that the extreme youth of the new magazine's editorial team may be an essential precaution, given the gap that now yawns between teenage readers and media folk only ten years older. With pocket money running from £2 to £20 per week the commercial market is vast; no wonder generation-gap anxiety is high in advertising circles.



Mr Patten will also have school-to-work and relations with the manpower Services Commission, an another

less than the presentation – with way of developing DES policies on, say, the control of the curriculum and the management of the teaching profession, which achieve coherence without, as the primary heads (whose views are set out on page 29) put it, taking away the teachers' professionalism and reducing them to an artisan function.

**0900-12.30 Fiction Library**  
**Symposium on conducting interviews**  
 in educational research  
**Papers:** Mike Watts & Janet Powney  
*Levels of truth*  
**DI Bentley:** *Are you getting the message?*  
*From the BERA conference programme*  
 09.01.82-14.01.82

Nicholas Tucker is a lecturer in developmental psychology in the School of Cultural and Community Studies at the University of Sussex.

# THE PENGUIN REFERENCE DICTIONARY

...ious, ment or hidden... editorial... direct com- editorializa-  
tion n  
educate /'edyoo,kayst, 'ejoo-/ vt 1 to provide schooling  
for 2 to develop mentally or morally, esp by instruction  
3 to train or improve (facilities, judgment, skills, etc)  
[MS *educaten* to rear, fr L *educatus*, pp of *educare* to  
rear, educate] - educable *adj*, educative *adj*, educa-  
tor n  
'educated *adj* 1 having an education, esp one beyond  
the average 2n trained, skilled (<an ~ palate> b belit-  
tling bdy educated <~ conversation> c based on some  
knowledge of fact (<an ~ guess> - educa-  
tion n

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## PLATFORM

Against the background of the pressure to integrate more pupils with special learning needs within the ordinary schools, Gordon Stobart and Geoff Trickey point to American experience which shows how schools and classrooms must change to make this work

# Mainstreaming—a lesson from America?

The end of the local special school may be in sight. The present policy shift, shaped by Warnock and sharpened by Fish, has evolved out of more general concerns with equal opportunities and reducing discrimination.

The case for mainstreaming special needs pupils and providing for all children within the normal classroom has generally been based on appeals to social justice rather than on narrowly educational grounds.

This policy shift is not unique to Britain. Legislation which has much in common with the Education Act of 1981 has been in place since 1975 in the United States. This, too, was more the result of pressures for social justice—the civil rights movement in particular—than of any educational groundswell.

In the US each referred child is assessed by a team who will prepare an individualized education programme (IEP) in consultation with the parents. This states the needs of the child, the long and short-term goals and the resources to be provided. The I.E.A. is then legally bound to provide these.

This procedure requires that handicapped pupils are placed in the least

restrictive environment (LRE) so that they are "to the maximum extent appropriate... educated with children who are not handicapped... and that special classes, separate schooling or other removal of handicapped children from the regular environment occurs only when the nature or severity of the handicap is such that education in regular settings of the handicap is such that education in regular classes cannot be achieved satisfactorily." (Public Law 94-142, 1975).

Should parents not be satisfied with any part of the process they have the right of appeal, initially before a fair hearing officer and then at the I.E.A. and subsequently at the state education authority level.

In this country, since the 1981 Act, the processes of assessment and the inclusion in the contractual commitment of the education authority in terms acceptable to parents bear a considerable resemblance to American procedures. The American concept of the least restrictive environment is reflected in our Act in the phrase "... to ensure that he is educated in an ordinary school ..."

A recent court case (*R v Surrey County Council Education Committee*) reinforces the interpretation that "in considering special provision for a child the authority must, where possible, place him in an ordinary school" (Current Law, May 1985). Both countries have established local appeals procedures backed up by a higher level process. The similarities between American policy and the current debate in this country is as striking as Warnock's lack of reference to it.

As a result of this legislation and the litigation which preceded it, the special school population of the USA has dramatically declined over the past 15 years to less than 0.5 per cent of the school population. The question of how the schools have coped with this influx of handicapped children is, therefore, a timely one if we are about to travel down the same road.

In a social reform such as this good intentions are insufficient. Poor implementation may leave the intended beneficiaries—children with special needs—worse off. The question both here and in the USA is no longer whether we should "mainstream" but how best the policy can be implemented.

When we begin to ask "how well" rather than "how many" we begin to find official US figures problematic, since a closer examination of mainstream practices shows that in many cases handicapped children who were reported as "mainstreamed" were subject to arrangements which either made the term "integrated" meaningless to which simply ignored their special needs.

The group most likely to have their special needs neglected were the 71 per cent of handicapped pupils (1981/82) who were reported as "fully mainstreamed" and who would generally receive the same work as their non-handicapped peers. A further 24 per cent of handicapped pupils were placed in special classes within the ordinary school. These were generally the moderately and severely handicapped and were reported as being mainstreamed for up to 25 per cent of the school day.

However, such data are misleading in that the pupils in special classes are invariably "integrated" for the lunch hours, breaks and possibly PE and music. In other words many of these "mainstreamed" pupils never set foot inside the regular classroom.

But is not this "social" integration involving the free time and unstructured periods of the school day the best entrée for the moderately and severely impaired into the integration process? The evidence from research in California suggests not. Even with the mildly handicapped, lunch and PE were shown to be significantly more difficult times for social interaction than were regular classes.

Any laissez-faire approach which expects special needs children to learn simply by observing and rubbing shoulders with their non-handicapped peers cannot be supported by research findings. And the "token mainstreaming" referred to above is just such a process.

If we are seeking how best to integrate we must consider reversing these practices so that mainstreaming starts in the relatively controlled setting of the classroom and progresses towards the more demanding free sessions.

What has been demonstrated by research is that if mainstreaming is to be successful the process has to be an active one involving changes within the school and classroom. One such change is the switch towards co-operative learning and away from the



Above: In a mixed ability setting meeting the special needs of the individual pupils detailed planning and substantial preparation

Left: Successful integration will need good-will and support of parents

individualistic and competitive milieu.

Approaches which make the contribution of every child indispensable to a team effort, for example, Aronson's "Jigsaw Classroom"—developed in the US to involve each member of multi-racial groups by giving each a crucial piece of the solution—have significantly improved the social standing of minority and handicapped pupils while in competitive settings their social standing rapidly declines.

Social skills training is another relevant ingredient of successful integration for many pupils. The special needs pupils may need to be taught specifically how to deal with new situations or need to modify certain behaviours if social acceptance is to be enhanced. This will not be a one-way process.

Other children will also have to learn new social skills concerning the needs and abilities of the handicapped; you don't have to shout at the partially hearing and physical limitations don't imply stupidity.

The large-scale studies of schools' usage of the IEPs have shown that there is general compliance with these formalities. More than 90 per cent of handicapped pupils have them in a relatively complete form. But most classroom teachers reported never referring to them during the preparation of work for mainstreamed pupils. These children, generally the mildly handicapped who were classified as having "specific learning disabilities" would, therefore, receive the same work as the rest of the class, the situation that led to their referral in the first place.

In a mixed-ability setting meeting the special needs of the individual requires detailed planning and substantial preparation. The temptation is to set the whole class the same assignment and to accept partial completion by the child with learning difficulties. The achievement of effective "statementing" is clearly a crucial factor here.

The two features of particular importance are: first, that this should include a collaborative process which involves teachers in goal-setting, and second, that aims need to be described in quite specific terms. Statements like "IEPs will be ignored unless there is agreed commitment to clear objectives: 'By the end of the first term Dylan will put on his shoes and socks without help' is more likely to be effective than 'Dylan must improve his motor coordination'.

Successful integration is likely to require the goodwill and support of parents. In practice daily pressures may tempt to take procedural shortcuts. Meetings are frustrating to

arrange and collaboration is time consuming. Parental pressures may be held at bay at daunting bureaucracy procedures and by professional glibly: "Gloria's labile reactivity necessitates a structured environment".

American practice illustrates the perils of allowing the process to turn from negotiation to confrontation. While the US provides a more clearly defined appeals system it has a quasi-judicial nature which has increasingly been drawn into an adversarial approach. It is not uncommon for parents and schools to be represented by specialist lawyers at the appeals (one private residential school even offered a "free lawyer" if parents appealed to go to that school). The net result is that nobody benefits. The I.E.A.s have become cautious, defensive and unwilling to take initiatives without some legal precedents, while parents are often involved in considerable conflict and expense—an average cost of more than \$2,500 (£1,300) for state hearing in California in 1981.

Left to the forces of economic and educational expediency integration policy which is capable of munging children's rights rather than enhancing their lot. Perhaps our greatest danger lies in the emotional appeal of the arguments for integration and its emphasis on social equality and justice. If these potent forces, however morally appealing, are allowed to obscure the need for painstaking and detailed planning, and for the careful monitoring of effectiveness of arrangements we have much to lose.

With our well-developed patterns of special educational resources and facilities there is perhaps more at stake in this country than was the case in America. In the face of the extensive reorganization programme involved in achieving effective integration more than goodwill and enthusiasm are needed.

The implications for our teaching force are profound. We face a major period of development and change from a position of relative expertise. This is a situation where skills of monitoring and evaluation, which fortunately are relatively well developed, should be at a premium. The task is simple yet daunting: effective mainstreaming requires hard work, and the stamina to stay "on task" until we get it right. It will happen quietly by itself.

Gordon Stobart is a Fulbright Scholar recently returned from the United States. Geoff Trickey is principal educational psychologist for the London Borough of Lambeth.

## NEWS

TES reporters visit two troubled cities:

- Liverpool buckling under the weight of its financial crisis
- Birmingham shocked by the riots in Handsworth

## If you think last year in school was bad...

by Richard Garner

The first day of term for many of Liverpool's beleaguered schools served as a sharp reminder of the crisis that is to come for the education service.

Half of the city's newly-reorganized community comprehensives were forced to shut on their first day on Monday as secretarial staff and laboratory technicians belonging to NALGO, the local government officers' union went on a one-day strike in support of a regrading claim. They were supported by caretakers who refused to cross picket lines and unlock the schools.

Within a few hours of the start of term, too, the city's 49 Labour councillors, who have consistently supported the authority's defiant stand against Government spending cuts on local authorities, had been served with certificates by the district auditor warning them they would be surcharged just over £2,000 a head for failing to set a rate on time.

Union leaders were meeting on Wednesday having already announced they are planning a regional general strike in protest over the surcharge which will again almost certainly shut schools in a fortnight.

The likelihood is that the city council will run out of money long before the legal battle over the surcharge is completed. And if there is no solution to the council's financial crisis and the money then dries up, teachers could face being laid off from Christmas until the new financial year begins in April.

Already—and even apart from the disruption—the crisis is having its effect in schools. Each item of expenditure—such as on books, and school equipment—has to be justified by the

individual headteacher and go before councillors before it can be approved.

More and more, these items are being delayed as contractors demand an assurance—which soon will not be able to be given—that they will be paid for even the smallest item of school maintenance that they carry out.

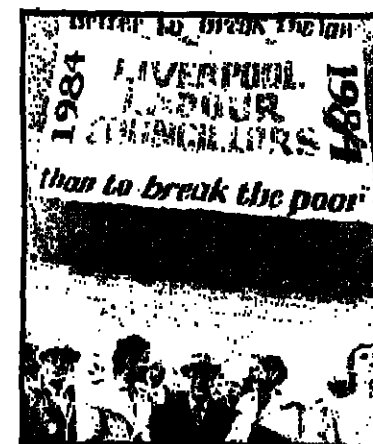
The situation was similar last year when an instruction went out that no more money could be spent from school capital allowances after the money had dried up. One school lost £750 worth of new books it had planned to buy for its library—another as much as £1,500.

During the last school year Liverpool experienced a day of action which closed schools in support of the city council's stand; schools closed while city councillors explained to teachers the seriousness of the authority's financial plight; children leaving school to join a protest march about unemployment; and, of course, the teachers' dispute. But this disruption is minimal compared with what could happen.

There could be a further escalation of NALGO's dispute which again stems from the financial emergency because it involves a regarding claim over the reorganization of the comprehensive schools which could well have been settled but for that.

And, if no more money is forthcoming for the city council, services could shut down by December—with only what the council recognizes as "life and limb" services continuing staffed by employees working without pay.

As Mr Ian Andain, press spokesman for the local branch of the National Association of Schoolmasters/Union of Women Teachers, put it: "All O level and CSE candidates wouldn't have a chance if that happened. It



Liverpool... demos, strikes and closures

would destroy fifth and sixth-formers' chances of education for a whole generation.

But with the prospect of youngsters out of school for three months with little to do during the day, news of the week's riots in Handsworth also brought renewed worries of similar confrontations in the deprived inner city areas of Liverpool.

Neither the NAS/UTW nor the NUT in Liverpool are supporting strike action over what has happened to the authority. Mr Jim Ferguson, NUT executive member for the area and general secretary of the Liverpool Teachers' Association, said: "We had a mass meeting and that was overwhelmingly against taking strike action against the surcharging of the councillors."

But with powerful unions like the General, Municipal, Boilermakers

## Meeting the challenge of Handsworth

by Diane Spencer

Devastated buildings in the wake of the riots

A pall of smoke hung over Handsworth last Tuesday afternoon, but it was business as usual for the staff of Holte school and community centre.

A young Asian man was inquiring about hiring the hall for an October wedding. Secretaries told callers that they hoped enrolments for adult education classes would take place as advertised that evening. In the school, pupils were learning their lessons.

Just beyond the gates, the police had blocked off the road which led to Lozells Road, 100 yards away, the scene of Monday night's riots.

The quiet, neat streets surrounding the school with houses painted and renovated under the city's urban renewal programme, were in stark contrast to Lozells Road.

Burned out cars; splinters of glass lay on the blackened tarmac, roofless buildings gaped to the sky and bulldozers were busy knocking down nearly collapsing walls. The smashed windows of "University Footware" advertised "back-to-school bargains".

As alarm bells rang, groups of local people—black, white, Asian, gathered at the police barricades and on doorsteps, watching and waiting.

Back at Holte, Mr Saad Ghinal, manager of the centre, said he had been "very depressed and shocked" when he arrived that morning. Although he had been at the centre until 8.30 on Monday night he knew nothing of the mayhem, literally a stone's throw away.

The centre is open every day, 50 weeks a year for social events, sports, youth clubs as well as the usual kind of adult education classes—O levels in maths, English and languages, basic skills, hair dressing, dance.

"It is completely multi-racial and we have never had any trouble here," he said.

Five years ago, Holte became one of the first in the city to be used as an adult and community centre. The council recently developed a new strategy to make 20 schools in the city dual purpose, like Holte, so that the community can take full advantage of the buildings. These centres are run by the Recreation and Community Service Department.

"We are anxious to raise to the challenge of meeting local needs; we are not going to hide behind desks and mountains of paper," Mr Ghinal said. "But, to be honest, we don't reach the sort of people who were involved in this sort of fracas. Some of those young adults are beyond the reach of anybody. It is not a problem just for youth and community workers."

The majority of the population was law-abiding, but there was a small criminal element which attracted some young people, living in their own sub-culture, often at a loose end and ready to latch on to any form of excitement.

He added: "We have a role in trying to prevent them from joining that sub-culture by offering them good quality youth work."

Three weeks on an adventure holiday in south Devon—heavily subsidized by police and social services. Another group, including parents, holidayed in Wiltshire on a similar scheme.

The police too have made huge efforts to improve their relations with the community. Last weekend's carnival in Handsworth seemed a model of community policing.

The Wallace Lawler Centre, a short distance from Holte, has been run jointly by the police and the social services for the past five years with the aim of improving relations with young people and the police.

Ironically, in the light of Monday's riot the police decided to turn their attention to another part of the city. Last March they started a similar project in Ladywood. Their old centre now comes under the jurisdiction of Holte.

Although nobody yet knows exactly why Monday's riot erupted, local residents have been concerned by the increase in drug pushing in Handsworth, especially in the Villa Cross pub at the centre of the riot area. Vile local residents associations met last week to discuss opposing a licence for the pub when it next came up for renewal.

Unemployment is extremely high in the area. Fewer than five in 100 black youths leaving Handsworth schools last summer had found jobs four months later. More than three times as many of their white and Asian fellow leavers were in work by the same time.

Last January the unemployment rate reached 35.8 per cent compared with 20.8 per cent for Birmingham as a whole. More than half of those in need of

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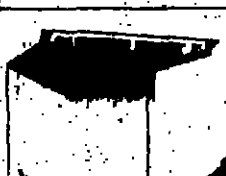
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## NEWS

Proposals for the reform of teachers' pay scales were due to be put to the Burnham Committee yesterday. Mike Durham looks at the reasons for discontent

## Stuck – the scale of the salary problem for most

At present, a quarter of all classroom teachers are acknowledged to be "stuck" at the top of the first two salary scales. The graph (right) shows the current distribution of teachers by scale, with the average salary in each case.

Sixty per cent of all teachers, including heads, are on the first two scales. Of these, nearly a third of Scale 1 teachers and half of Scale 2 teachers are at the top of their scale, with little hope of advancement.

According to the employers, the problems arise because of the time-honoured (and binding) formulae used to apportion "promotion points" to individual schools within the framework of the five salary scales. The discredited system is fiendishly complicated and riddled with anomalies. Devised at a time when teaching was an expanding profession, in essence it works like this.

Using a school's size and age range as a base, a calculation is made to give it a "magic number" or Unit Total. For example, a large comprehensive might achieve a score of 3,500 units.

The "magic number" score is calculated by multiplying the number of pupils in each year-group by a factor which increases with age, then adding up the results.

For example, 180 pupils in the first form would be multiplied by 2 to give a score of 360. The same sum applies to the 180 second-formers.

The 180 pupils in the third year would be multiplied by 3 to give 540. Fourth years would be worth a score of 720 (180 x 4) and fifth-formers worth 900 (180 x 5).

Sixth-formers are conceived as four times more "expensive" in staffing terms as first-formers. The school's 100 sixth-formers would be multiplied by 4 to give a score of 400.

Adding all six years' scores together produces a Unit Total for this school of 3,680 – a number derived entirely from the number of pupils weighted by their

age. Then reading off a chart enshrined in the Burnham regulations, local authority administrators can determine a range of "promotion points" available to the school. The comprehensive would qualify for between 57 and 74 points.

In practice, most local authorities take the mid-point in the range available (in this case 65 points) to award to schools.

It is these promotion points which are distributed by heads and governors (according to yet another formula) to determine the number of posts above Scale 1 the school can "afford".

Scale 1 posts consume no promotion points. Scale 2 uses up one promotion point. Scale 3 consumes two points, and Scale 4 and senior teachers posts each gobble up three of the

No weariness of the trenches was detectable among the 77 staff of Morley High School this week, five days into the new term and on the eve of the latest push by their employers to end the war of attrition which began back in the spring.

Yet the PBI is well-represented here. Over 30 are on Scale 1 which means even those on top ratings are still drawing not much over £150 a week and taking home a lot less.

Equally well represented are all three major teaching unions, Assistant Masters and Mistresses Association rivaling the National Union of Teachers, with nearly 30 members, a relic of the grammar school stock on which this 10-year-old comprehensive

five miles from Leeds was grafted. Within a mile stand a score or more miles of the same blackening Pennine stone, almost all that remains of a once flourishing textile trade that relied on the grammar school for its office staff.

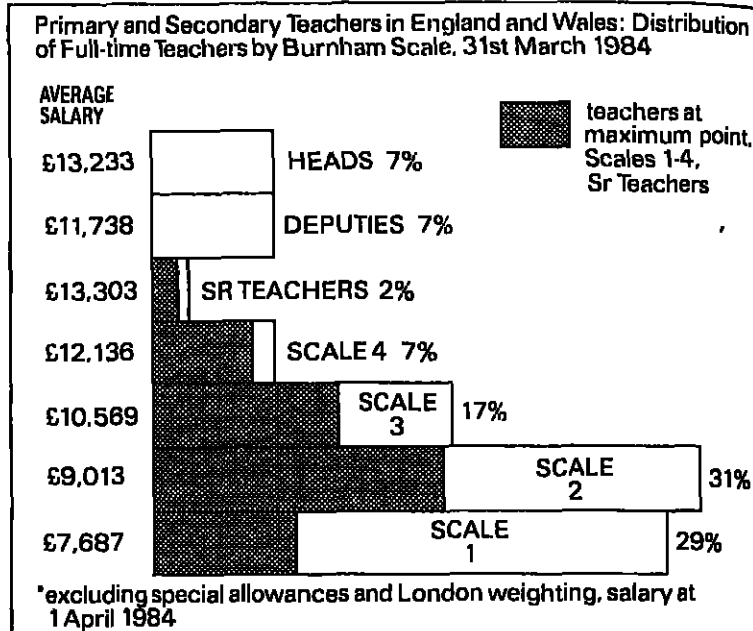
Some of the ethos, too, of that earlier

promotion points available. But the system, designed for an expanding teaching profession, now severely cramps promotion prospects. There are not enough points available to raise teachers from one scale to the next.

This condemns nearly a third of teachers to Scale 1, with an average salary of £7,687, and a slightly larger number to Scale 2, earning an average of £9,013.

Relatively few teachers make the higher grades because of the lack of promotion points, but when they do an even more severe "bunching" at the top of each scale occurs.

In addition to the shortage of promotion points, a number of quirks and anomalies in the system make promotion among teachers even more arbitrary and difficult:



- Because of a flattening out of the points distribution graph, in very large schools above Group 10 there are relatively fewer promotion opportunities;
- Promotion chances can be affected by the pupil-teacher ratio. The better the p:tr, the worse the promotion opportunities;
- Because the points system is school-based, similar jobs in similarly-sized

- schools may be paid at different scales;
- As school rolls fall and teachers leave, they may "take promotion points with them" because the points reflect the school staffing, not a particular job; and
- Because promotion points do not attach to particular posts, internal promotions may look "mysterious and arbitrary".

Bert Lodge visits a Yorkshire school to assess the mood in the current pay battle

## No surrender from the trenches

Institution still lingers. "We have some members totally against any form of action," Mr Bill Luty, mathematician, computer specialist and AMMA representative, conceded. "But among the rest there's been a hardening. We have bailed out members who have been carrying on normally – and there are more calls for action this time. We don't want to see ourselves responsible for closing the school, but there is a feeling that it's time we should stand up and be counted."

And this mind, from the senior NCOs. For, as Mr Luty pointed out, most heads of department can be found among his members. And it is because there is such a sizeable squad from this union together with ancillary help that the midday meal is still a recognizable feature.

"If AMMA decides to withdraw supervision, then we'll have to stop lunches," Mr Ralph Carr, the head, frankly admitted. "Ancillary helpers alone can't do the job. They're all right in the dining room, but not when it comes to sniffling out the smokers round the back of the bike sheds."

One or two staff within earshot agreed. It was also generally agreed that in many small junior schools the "industrial action" was hardly noticeable, even at lunchtime. "The dinner ladies were often parents or neighbours, so the children knew them and supervision was built in automatically."

In any case, it was not at midday where the greatest disruption caused by the current dispute lay, said Mr Carr, a member of both the Secondary Heads' Association and the National Association of Head Teachers – he is this year's president of the Leeds association.

"I'll show you where it is. Look at these," and he reached for a file at least two inches thick and took from it the top piece of paper.

"Dear Parent," it began. "... I must advise you that on September 11 there will be no teacher available for pupils in X group, period 7... neither the local education authority nor myself can accept responsibility for the safety... and the authority expects you will withdraw your child from the premises."

He held up the file. "There are no duplicates in here. Just a single copy of every letter of this sort I have been forced to send out going back to February. The school opened last week and look how many I sent out already." The displayed handful showed an average of one a day.

"Now suppose it's the last period of

the morning. Take an 11-year-old girl who lives in Drighlington – about three or four miles away. Her mother doesn't want her walking round Morley for 45 minutes, so she goes home. She might have her lunch and come back – but she might miss afternoon school. Children are missing schooling. And it's damaging the atmosphere."

"One union will still cover, of course, for an unexpected staff absence. But I must be careful not to ask them to do more than normally or I would bring the wrath of the NUT and NAS/UNT representatives upon me. Mind you, they will cover for compassionate reasons. Like a child having suddenly to be taken to hospital. But not, say, for a hospital appointment next Thursday. These interrupted periods are hitting the school more than the absence of extra-curricular activities."

He is the head, he must know. Still, the blanket which has been thrown over inter-school matches, club and society meetings, drama and music rehearsals has introduced an austerity of ambience eerie in a bustling institution of 1,250 lively adolescents.

"At least five rugby teams a week should be out playing other schools in a normal season," Mr Carr reflected. "But at least we managed to get through the school play last Easter."

"As for parents evenings, we've had none since last February. The second and third year would normally have two a year, particularly important for the third because they are choosing their options. The fourth and fifth years have one each normally. There

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were no reports for the third year at Easter.

"As for in-service training, all local courses, particularly those taking place in the school day or lasting one or two days have been cancelled."

Mr Carr paused for a moment, then mused, "It's about this time of the year we'd be starting to work towards the school car service. Perhaps the master concerned, being an AMMA

might still want to." Bill Luty confirmed that at the Government's instant acceptance of the Top Salaries Review Body to give such a substantial rise to judges, senior civil servants and high-ranking military "a lot of people were disquieted. It was one of the things which hardened our members. I'd taken it for granted till then we were being treated unfairly, but that we were all being treated unfairly together."

Mr Michael Scott, representative of about 20 members of the National Association of Schoolmasters/Union of Women Teachers, concurred. "Certainly a lot of people were not pleased. It was a political gaffe on the part of the Government." He could detect no lessening of determination among the staffroom now too see the dispute through to a satisfactory conclusion.

Mr Tim Colledge, NUT representative, agreed. "There's a quiet determination to carry on. It's something we are prepared to see through." Though a French teacher, he was not at present prepared to start organizing trips abroad.

From the three union reps sitting around the staffroom discussing the current pay fight, one thing had still not emerged. It was common knowledge that at national level there was considerable divergence among the unions, particularly between the NUT and the rest, over the Government's wish to see a pay restructuring linked to conditions of service. Did Morley High School staff line up behind their respective national leaders?

Each thought they did. Tim Colledge didn't want lunchtimes or parents' evening written into "a tight definition of contractual duties". Bill Luty, on the other hand, was keen for an even tighter contract. "It gives our negotiators something to negotiate with. If conditions of service are left out, how can we improve them?"

Michael Scott said his members were prepared to look at proposals instead of shutting the door on them. As a Scale 4 head of art he felt strongly about colleagues on the lower rungs and cited one in his department still on scale 1 after eight years in the school. He had argued or his improvement.

"But we haven't a single point that isn't spent," Mr Carr interposed, defensively. Then he took his leave from the staffroom back to his own office to interview the first parents of the day along with their child about academic performance or behaviour or something.



Ralph Carr... disruption

## NEWS

## Prep schools urged not to sit back

by Lucy Hodges, Education Correspondent of *The Times*.



J B Priestley: the examiners' favourite

### An inspector who keeps calling

The most popular play with examiners is still *An Inspector Calls* by J B Priestley, according to Arts Council statistics.

Priestley's hourly old classic is included in 14 CSE and GCE syllabuses for 1986 and 1987, but *Romeo and Juliet*, set for 10 syllabuses, is a close runner-up.

Some exam boards have been more adventurous, however. Five of Tom Stoppard's plays have been set, and the Yorkshire and Humberside Regional Examinations Board has included *Our Day Out* by Willy Russell in a CSE syllabus.

Charles Dickens is the most frequently studied novelist, with nine books set by different boards, closely followed by Thomas Hardy, D H Lawrence and George Orwell. The examiners' most popular novels are Jane Austen's *Emma*, Dickens's *Great Expectations*, Orwell's *Animal Farm*, and *To Kill a Mockingbird* by Harper Lee.

But the list of novels also includes work by contemporary writers like Bruce Chatwin, Thomas Kenally, J G Farrell and Joan Didion.

Sir Keith Joseph urged the preparatory schools last week to examine their consciences to see whether they could improve the quality of their education in the way the maintained sector was doing.

Speaking to the prep schools' annual conference in Oxford, the Education Secretary asked heads the same questions that Her Majesty's Inspectors asked middle schools in their report earlier this year.

"Do you take steps to ensure as smooth a transition as possible when pupils join your schools so that you can build on the progress made?" he asked the 400 delegates to the Incorporated Association of Preparatory Schools

Conference. "Do you do everything possible to assist schools to which your pupils go when they leave? Do you guarantee all your pupils a broad curriculum, including an important place for practical subjects, the sciences, design and technology?"

"Are all subjects taught so far as possible in a practical way, using a range of teaching approaches? Have you formulated curriculum policies for the school as a whole to avoid unnecessary duplication between subjects? Are the policies implemented?"

Finally, Sir Keith, who attended Lockers Park preparatory school in Hertfordshire, asked whether the

needs of individual pupils were met. Reminding the prep schools' heads of the Government's White Paper on schools, he said it applied to the independent sector as well. The weight of evidence from the Inspectorate was that the performance of pupils in schools varied widely. "That applied just as much to the independent as the maintained sector," he added. "By itself, that evidence would justify the Government's contention that there is room for improvement."

None of the Government's policies aimed at improving educational standards were directives, he said. But no one could afford to ignore what was being said. "I am sure most of you

would agree that you can't sit back."

He urged prep schools to take part in the debate he had begun on education. Heads and teachers should read the documents being put out by the Department of Education and Science and write to him. "Don't fail to send any strong reaction to the DES," he said.

Replying to questions, Sir Keith told the conference that the idea of their chairman, Mr Robin Faverell, head of Dulwich College preparatory school in Cranbrook, Kent, for a tax on parents with children of school age to help pay for an increase in teachers' pay was "not on the agenda."



Sir Raymond Lygo: prep schools standing in the way of progress

failed to create the right image.

The salaries paid in industry were not competitive with salaries in banking and commerce, he said. The reason for that was that industry "has been more burdened with socialism than other parts of the economy".

Companies were even loath to announce large increases in the salaries of those people who provided the material well-being of the whole of the structure.

● The headmistress of Roedean School, Mrs Ann Longley, stressed the need for schools to nurture personal achievement and personal values in an increasingly technological society.

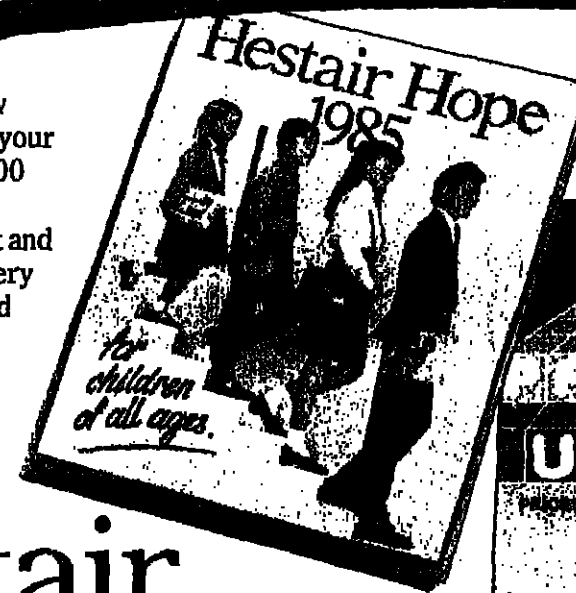
It was important, she said, to get the balance right between the short-term goals of common entrance and O levels, and the long-term needs of pupils to be able to form strong relationships. Schools needed to foster such qualities as trust and openness.

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# Longing to misbehave but not knowing how...

It was not easy to get into this year's SDP Assembly in Torquay. The first problem was to attach your photo-pass to your person, the party having failed to provide a pin or a tag. The second was to penetrate the massed ranks of amiable, but persistent, policemen who guard every entrance to the Palace Hotel. Veterans of last year's Tory Party Conference in Brighton are inclined to view this concern for security with indulgence. But indulgence wears thin when you are stopped for the third time within two yards.

Once inside, however, it is like paradise. The sun shines, the birds tweet, the flower of Fleet Street sports itself on the terrace and in the pool. The flower of Broadcasting House

(Sir Robin Day) strolls past, almost unrecognizable without his bow tie. Sir Alfred Sherman, one of Mrs Thatcher's right-wing gurus, dangles a Panama hat, his normal scowl transformed into a hostile grin.

It proves quite difficult to find the conference hall. Downstairs, upstairs, past the TV studio, up a long gangway, past members reclining on a green sward, past more bobbies, and here it is, in the indoor tennis court, where Sue Barker was coached to fame and intermittent success. Under its roof, a huge, café au lait rucked tent has been erected. Astonishingly, the tent is full. Party members are delighted at the turn-out.

Of course the hall half-emptied as

## SDP

Biddy Passmore reports from the SDP conference in Torquay

soon as Bill Rodgers, the chairman, announced a debate on education - and higher education at that. And it must be

said that there was little in the ensuing half-hour debate on the Government's Green Paper to vie with the attractions of terrace and swimming pool. The SDP lacks both ranters and eccentricities, the two categories of speaker who can relieve the tedium of party conference proceedings. But its members long to break free from their well-behaved middle-class image, hence the almost hysterical applause which greets Mr Alan Page, from South Buckinghamshire, who assures them: "I get very dirty hands at times."

The pace only quickens with the closing speech from Mr Mike Hancock, the former factory worker and Labour councillor who snatched the Portsmouth seat from the Tories at last

year's by-election. He has arrived in a hurry - and written his speech in a hurry, by the sound of it, throwing out policy proposals somewhat at random and calling for one stage for more participation in higher education of social class 1 (he is thinking of Science Rangers?). But he has a refreshingly robust turn of phrase. "It's obvious," he says, "that this Government don't give a monkey's for the future of education."

A visible shudder of distaste passed along the well-groomed heads beside him on the platform. It is one thing to long to get your hands dirty, quite another to be confronted by an education spokesman who has.

## Government cuts cause cash crisis for WEA

The Workers' Educational Association is facing the severest crisis in its 80-year history. Mr Jack Taylor, assistant national director of the WEA told an SDP Conference fringe meeting.

The Department of Education and Science was making an 8.3 per cent cut in the association's £2.4 million annual budget, at a time when local authorities and university extra-mural departments were cutting adult education spending, he said.

But it was also insisting that grants to WEA districts should be related to the output of students, undermining rural, innovative and specialist work, and making districts compete against each other for money.

Mrs Anne Sofer, a member of the Greater London Council and the Inner London Education Authority, said the amount being cut from the WEA was peanuts in terms of the national education budget.

"The general squeeze from the centre is so severe that nothing escapes, however small and however useless the suffering, like that the WEA is going through."

The SDP was close to the WEA in its philosophy of liberal education as something everyone in an advanced democracy should be able to enjoy. But the distinction between a liberal and vocational education was outdated, she said: "With different patterns of work and leisure, what were once hobbies and work were now converging."



Michael Hancock: too few going on to higher education

Green Paper as "negative" and "divisive". The Government had already made up its mind to withdraw public funding and contract the system, he said.

"We do not regard higher education principally as a drain on the economy," he added, "but as the key to unlocking

personal and economic aspirations."

A motion calling for a "five-year intensive programme" in schools, colleges and industry, to end the skills crisis in engineering and electronics and to improve maths, science and vocational skills in schools was passed by the conference.

## Union leaders reject call to suspend action

Leaders of the National Union of Teachers rejected a call from the assembly to suspend their industrial action.

At the first-ever visit by the NUT to a party political conference, Mr Doug McAvoy, the deputy general secretary, and Mr Peter Griffin, past president, stressed the teachers' sense of moral justification for their action and their determination to hold out for a settlement which included a promise to return to Houghton pay levels.

They were speaking at a fringe meeting on Tuesday, the day after SDP members had passed an emergency motion which expressed sympathy with the teachers' case but called for a suspension of action pending full exploration of a negotiated settlement. Although the motion was passed unanimously, it was clear at the fringe meeting that the call to halt action was not supported by all SDP members.

Several speakers, who were themselves teachers or former teachers, said they supported the unions and one criticized the fact that no opponent of the motion had been called in the emergency debate.

Others, however, repeated criticisms voiced the day before, that this time a great surge of public goodwill behind them if the public is not quite sure if they are behaving as badly as Sir Keith Joseph," she said.



Peter Griffin: sick of being lectured

hard to support state schools if they were more and more fraught with conflict and confrontation, if every staff-room was full of those sending teachers to Coventry, if parents got out of the habit of going to meetings, and more and more heads took early retirement.

"We believe that the teachers' position will be very much stronger if there's a great surge of public goodwill behind them if the public is not quite sure if they are behaving as badly as Sir Keith Joseph," she said.

But Mr Peter Griffin, past president, said that teachers were sick of



Doug McAvoy: Houghton pay levels justified

being lectured about not taking industrial action because nothing else had got them anywhere.

"Teachers don't believe in a Scargill-type campaign at all," he said. "They feel an incredible sense of moral justice."

And Mr Doug McAvoy made it clear the union would hold out not only for a pay increase in the current year of "at least 7.5 per cent" but also for a commitment to get back to Houghton levels within a limited period.

"Our task is harder, our commitment is great, and our qualifications



Doug McAvoy: Houghton pay levels justified

better than in 1974," he said. "So why shouldn't we be paid at least the same salary?" If the SDP would not commit itself to restoring Houghton, it should say so and explain why to the teachers.

Following Monday's debate, Mr Fred Jarvis, NUT general secretary commented: "I see that even the SDP has been taken in by Sir Keith for offering a sum of money that is 'too substantial to be ignored as a basis for negotiation'. I had not realized that the SDP rated the value of teachers as low as that."

Some of us using Signed English (signs from British Sign Language presented in English word order along with speech) as a vehicle for classroom language were concerned that the text should not present added comprehen-

The views expressed on this page are not necessarily those of the MEP directorate. Reviews do not imply endorsement by the Programme.

## The MEP SPECIAL NEEDS page

### About MEP; this advertisement; and special education

MEP, the Microelectronics Education Programme, is funded by the central education departments of England, Wales and Northern Ireland, to explore ways in which microtechnology can be used to extend and enhance the learning opportunities of all pupils.

This page is one of a series that MEP has paid for in the TES to allow practising teachers and related professionals an opportunity to share widely their experiences in the application of microtechnology to their particular specialism.

We welcome comments and observations about what is written in these pages and these may, from time to time, be published. Write to: The MEP Page, Elizabeth House (9/12a), York Road, London SE1 7PH.

If you would like further help then your local adviser is the first person to turn to. We try to brief them with developments and in any case they will know of additional resources that you might find helpful or useful.

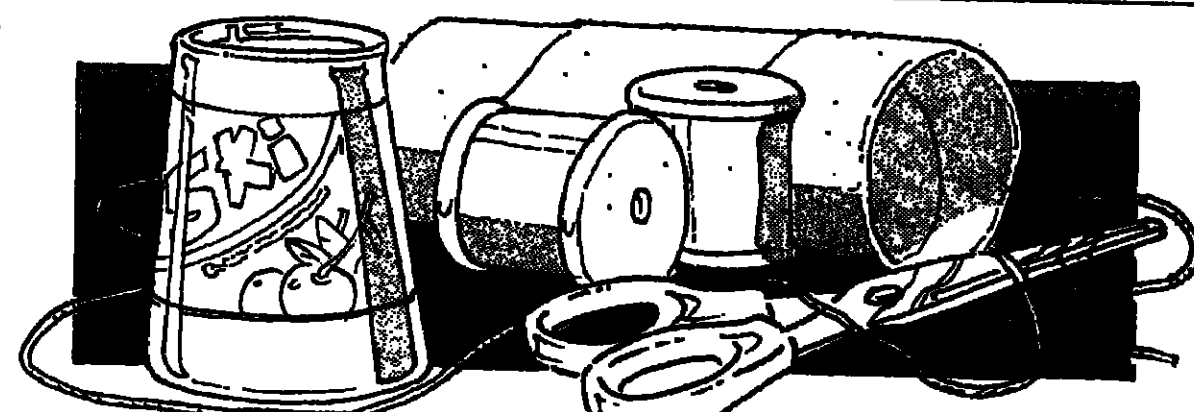
A wide range of educational software and technology devices can be examined at the Programme's regional information centres. Your adviser will have the address and phone number and they are given on this page every two or three weeks.

Special education is one area that MEP has developed resources to. Sometimes it has been to develop support materials for widely available software and devices. At other times there has been the need to initiate completely new items. It has funded four Special Education Micro Electronics Resource Centres (SEMERCs) as a focus of information and training for the special needs system.

PROMPT-2 (free from SEMERCs) is a text-processing program. It lets children type a page of writing, using either large or small print, and enables them

## Yoghurt pots and Special Ed

Ian McNab dives in



The genius displayed by teachers in bending the discarded yoghurt pot to their classroom purposes beggars description. Special education has its fair share of teachers with this talent for breathing educational life into forlorn artifacts. When the same teachers come across a languishing computer, however, they often pass by on the other side. This is unfortunate. In such good software, the computer would surpass the most inspiring yoghurt pot in creation in the manifold variety of its educational uses.

In this brief article, I would like to mention two programs which are fairly simple to use but which offer the teacher freedom to exercise imagination and professional skill. Ultimately, the choice of software depends on the abilities of your children and on your own. My examples are therefore meant to suggest possibilities rather than ready-made solutions.

PROMPT-2 (free from SEMERCs) is a text-processing program. It lets children type a page of writing, using either large or small print, and enables them

to delete or insert words as they wish until the text is ready to be printed or saved on disc. At first, one could simply let a few children use the program as a writing aid. They could work on a page of text until satisfied with it, and then print it. The printer's output is always good and the neatness of the finished page can boost the confidence of the poorest writer. Use of the computer does not need to be restricted to an individual child: a group of children could work on a piece of writing together.

However, this obvious application to writing a story is not the only use for PROMPT-2. The program has straightforward facilities to let the teacher set up an 'overlay' - a sheet of paper, laid on a touch-sensitive Concept keyboard plugged into the micro. You can put writing, pictures or even small objects on the overlay and assign a word or phrase to each item. A child can then press an item on the sheet and the associated word or phrase appears on the screen. The sheet could simply contain topic words with difficult spellings which the children may need.

Less obviously, the overlay could be a set of different stories or it might comprise words or phrases for the children to insert in gaps in a page of text which you have prepared. The program allows you to use different colours on the screen for any words you wish, and your prepared pages and overlays can all be saved and reloaded from floppy discs.

These facilities in PROMPT-2 which seem to be for the teacher's use could be employed by the children themselves. A group of children could make up a puzzle so that when appropriate parts of a picture overlay are pressed, clues to where someone is hiding in the picture appear on the screen. An overlay could be divided into four blank areas and one group of children asked to identify the four 'secret numbers' for which clues written by each group are revealed by touching each part of a particular area ('I'm less than 5'; 'I'm one more than 3', etc.). The possibilities are legion but the point is that such a program can be made to serve your teaching objectives in many areas of the curriculum.

A text processor is not the only tool which offers opportunities for a wide range of activities. Information-handling programs, too, can be fitted to your classroom requirements. LISTS (free from SEMERC) is a simple database which is very easy to use and has clear, large print on the screen. It lets children set up a list and record six pieces of information about each member of the list. For example, in a class survey of pets, the list would be 'Pets' whose members each have a name (dog, cat, etc.) and properties such as its colour, its name and sex, its favourite food, its colour and where it sleeps.

A great variety of work can be done with the children as they decide what information they want to record, how they are going to collect it and what kinds of things they might find out from the information. LISTS takes care of the tedious and educationally irrelevant tasks involved in handling information on sheets of paper or filing cards. The

program can extract the material needed to answer interesting questions by finding all the members of the list which have some particular attribute. It can also locate a set of items by making simple numerical comparisons. The information selected can be printed on paper for use in work away from the computer.

What sorts of work might be enhanced by a program like LISTS? Children could build their own classification for foods; they could use LISTS to keep a record of the properties of foods discovered in practical work; they could use it as a 'judge' in a quiz. Information about the characteristics of different materials, animals seen on a trip to the zoo, mythical monsters invented by the children, desirable and undesirable qualities of people, and so on, can be stored and manipulated. In discussion, thinking, decision-making and reporting which can be encouraged as the children use the program will amply reward the teacher's initial effort to become familiar with it.

These and similar high-tech yoghurt pots support both the teacher's proper role and the children's active involvement in learning. I have only been able to mention two of the free Blue File programs here but there are many others. There is almost certainly an adviser or liaison teacher in your LEA who receives copies of this valuable material for distribution. The programs will cost you no more than an empty yoghurt pot but I'm sure that the activities you will be able to create with them will be engaging and stimulating, both for you and the children.

If you have not used this kind of resource before, spend a bit of time just playing with a single program yourself. They try it out with a few children to do something fairly simple. Inspiration will rapidly arise and you will soon wonder why you avoided using this particular pile of plastic for so long!

Ian McNab is an educational psychologist with Tameside LEA

## Teletext reaching the parts others can't

WORDWEB is a suite of four programs designed and produced at Thorn Park School for the Deaf, Bradford. It was produced by staff at Thorn Park and a programmer funded by MEP through its North and West Yorkshire Region. The programs take the form of an open-ended picture dictionary, using the word-banks in the programs children can call up pictures. Each picture is accompanied by a simple sentence which is cross-referenced to all other uses of it in the dictionary. The user must go through the language to reach the picture bank, but is otherwise undirected. There are four independent themes - The zoo, The farm, The street and At home. Rachel Wilson discusses the thinking behind the programs.

In the education of the deaf children in our special day school the development of independent reading skills is seen as one of our biggest challenges. We are very aware of the trap of one to one reading sessions turning into speech practice sessions and seek a means of setting the children on the path to efficient reading for meaning without constant correction and explanation.

The idea for Wordweb came about through staff discussion of this very problem. The addition of disc systems and the decision to use teletext graphics made the picture book idea a possibility. The first task was to prove that teletext was capable of providing sufficient graphic information for children to be able to interpret the pictures. To this end we produced a sample batch of animal pictures. These were a success and interestingly, whereas most adults were content to sit through a single viewing of the pictures, all the children wanted to see particular favourites again and again. Thus we felt able to continue in the knowledge that the system would prove to be self-motivating.

Although our primary aim was to allow children an independent and self-controlled route to reading, we were concerned that the language content of the programs should be simple, but not lifeless. The information, both linguistic and factual, should be accessible, useful and interesting. The children are learners of English with, in general, no internalised knowledge of standard spoken English. 'Colloquial' reading books designed for some groups of late readers are full of pitfalls for them. The structures and the vocabulary which we therefore homed in on for the programs reflects our knowledge of what is understandable for the deaf children in our school. The structures are limited but we have endeavoured to maintain a natural feel to the language and not use the stilted forms often seen in more formal materials.

Some of us using Signed English (signs from British Sign Language presented in English word order along with speech) as a vehicle for classroom language were concerned that the text should not present added comprehen-

sion problems for children reading with Signed English as their medium of expression.

Lengthy, and sometimes heated, discussions about particular phrases arose between various members of staff, the systems analyst (also a staff member), and the programmer. We knew we were making decisions that would be fossilized in the programs, perhaps to be regretted at a later stage.

The level, then, is aimed at children who are at any point from beginning to read to taking off and beyond because the programs can be entered at different levels: by chance; by recognition of single words; by more thorough 'reading' of the text. It has been made reasonably foolproof so that haphazard key tapping will throw up pictures or not respond, but will not break the program, so that even an impatient child who is unfamiliar with the program and has not realised he can control it will get results which will draw him in.

Do children 'cheat' then, and take the easiest route? In fact our view of reading, within the context of these programs, does not admit to the existence of such 'cheating'. The level at which a child reads and responds to the text will reflect his skill and maturity. A child that uses the program in the simplest way (perhaps merely to check the meanings of vocabulary items) clearly needs to work at this level. Curiosity will lead him further into the system eventually. The system will not yield any pictures except through the use of the text and this has proved a powerful incentive to the children.

One of the most valuable developments was the addition of printers to our machines. At first these were intended simply to give the children a record of their work. It soon transpired that the printers clearly revealed their individual strategies. Michael's general behaviour exhibits extreme insecurity and low level of maturity. At eight he recognised quite a lot of single written vocabulary items, but hasn't yet the patience to tackle more than the simplest written phrases. Up until he was introduced to Wordweb he was likely to resort to avoidance tactics by 'breaking' or ending programs before time. He found a way into Wordweb very quickly.

At first fairly random, the sorts of sentences and pictures Michael began to call up soon took on a distinctive pattern. I found I could distinguish between the work of the five children in my class because they had such individual 'signature-like' patterns to their responses. Michael's work was highly repetitive and stuck to the labelling structures. The pictures he called up would take on a bus-car-fire engine-fire engine-car-bus-lorry type sequence, as if he needed constant reaffirmation that some things in life are certain! We wondered if he would ever dare to explore further. Working unsupervised with Wordweb Michael, after only a few weeks of occasional sessions, did begin to make little exploratory divergences from this pattern.

Salid's approach was wholly different. His English was developing painfully slowly, despite his acute intelligence, because we did not seem to be able to give him a feeling that it was within his reach. Applying his intelligence to the programs he began to realise that he could read for information within the limits of this system. The printers began to show that he was deducing meanings by logical exploration of the picture bank. At one point he began to explore the verb list and he could virtually mind-read the extent to which verbs such as 'drive' and 'deliver' were explored with cross-reference and repetition.

Sometimes I sat with them as they worked and we talked over the language. They enjoyed demonstrating their skill in calling up particular pictures. However, they also derived immense satisfaction from working alone, unaided, and undirected. For some children this chance to be independent learners came as a new and delightful experience.

I hope Wordweb will be the start of a new generation of reading materials, carefully designed, with input from both teachers and technicians, that will bring new and positive experiences of reading to special needs children.

Rachel Wilson is a teacher at Thorn Park School for the Deaf. Wordweb will be published by ESM, Cambridge, shortly.

## Mainstream and Special Needs teachers exchange ideas

While the SEMERCs have become accustomed to showing and recommending mainstream MEP and commercial software to special needs teachers, it is only recently that we have had, at last, something to offer in return to mainstream colleagues. This is in the shape of a set of very flexible Blue File programs originally written with special needs pupils in mind.

These have been increasingly well received by mainstream teachers and FE staff as awareness has spread over the grapevine. One particular strength of the set of programs is the way in which they can be combined to support a wide range of classroom activities and even other items of software such as adventure games. PROMPT-2 and LISTS are described above but the suite includes a third program.

TOUCH EXPLORER reverses the usual role for the Concept keyboard, in that it presents the pupil with a blank or outline overlay. Information relating to SPECIAL ED CONTACT SCHOOLS

Almost every local education authority in the country now has a special ed. contact school. The four SEMERCs automatically send all the copyright-free software they receive to these schools, for distribution to other special schools in their area. For a list of the contact schools, contact your nearest SEMERC. If you're a teacher in a mainstream school and would like the software you should contact your MEP regional centre.

The overlay is found on the micro screen when the pupil touches the overlay keyboard. In this way, the pupil can note or draw information on the overlay. The result is a map or picture with an active commentary.

The program is effective in linking the micro with practical materials. Model animals, houses, etc., can be placed on the overlay according to direct or indirect clues given by the micro (good for language development). The system of overlay preparation is quite easily usable by pupils, who can produce an interactive poster, map, or database.

A more detailed description of the possibilities offered by this group of programs will be published in the October OVERLAY magazine, issued to Concept keyboard users by A. B. European Marketing, Forest Farm Industrial Estate, Whitechurch, Cardiff, from whom details of the keyboard can be obtained.

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## PRIMARY

## Pressure to start early condemned

Fears about the damaging effect on four-year-olds of full-time primary education were expressed in a joint statement this week from two leading organisations for the under-fives.

The Pre-school Playgroups' Association and the British Association for Early Childhood Education condemned education authorities which have a single entry date in September for children after their fourth birthday, and pleaded for more flexible entry.

They said many parents were anxious to give their children an early start and heads frequently pressurised them by saying they would lose the place if it was not taken up at the age of four.

But parents often regretted sending their children to school early for some youngsters found full-time schooling so stressful that they developed such symptoms as over-tiredness, imaginary illnesses, violent tantrums, bed-wetting and nightmares.

PPA and BAECE said that any local authority considering the admission of four-year-olds should ensure:

- teachers have training for this age range, either through initial or in-service training;
- schools have equipment and apparatus suitable for a true nursery curriculum based on learning through play with full parental involvement;
- classes have a staff/pupil ratio of 1:13 "at the very minimum";
- outdoor and indoor play facilities and space are provided, separate from the rest of the school; and
- toilets are adjacent to the classroom, separate from the rest of the school.

PPA and BAECE said they were particularly worried by the growing trend of four-year-olds being accepted into reception classes.

## Row over Brent plan to drop banning of pupils

by Sarah Bayliss



John Poole

The London borough of Brent may bar primary heads from suspending pupils. But teachers are warning that the recommendation from the schools sub-committee will be contested in the High Court if it is carried by full council.

Mr John Poole, chairman of Brent teachers' panel and past local president of the National Union of Teachers, said teachers' organizations were totally opposed to taking away powers of suspension or exclusion.

"It would give unique power to the local authority over what happens in individual schools," he said.

Last week Labour members of the schools' sub-committee voted in favour of a proposal to take away the power of primary schools heads to suspend or exclude pupils.

Mr Ron Anderson, Labour's education spokesman and a secondary teacher in Haringey, said he was not convinced that it was ever necessary to suspend or expel a primary age child. Figures before the sub-committee showed there had been eight expulsions in 1983 and three in 1984.

"All too often an exclusion of a primary school pupil labels that child for the rest of their school life and beyond," he said. "I think that our professionals in the education service have got a duty to ensure that every assistance and help is given to children to remain within the school framework."

He told *The TES* that support services were well resourced in Brent and that over 150 "extra" teachers and welfare officers were "on call" to help schools with difficult pupils.

"With all that additional staffing, schools ought to be able to cope without recourse to exclusion or sus-

pension."

Brent is a hung council with Conservatives holding the chairmanships. Mrs Maureen Geldman, chairman of the schools sub-committee, said her party would resist the proposal when it eventually came before the education committee and full council.

"We believe heads must have this power to use as a last resort. It is particularly important when one child or group of children is continuously disrupting the education of others." In some cases she believed suspension provided a useful "cooling off" period.

The proposal now goes out for consultation with all school governing bodies and with consultative committees of teachers and ethnic minorities.

Two years ago a group of black parents claimed that their children were being singled out unfairly for expulsion and suspension. Labour, which was then in control, responded by introducing a new appeals procedure. This was fiercely resisted by

teachers who saw it as undermining the authority of individual heads and governing bodies.

Last week Mr Anderson's motion won support from religious representatives but would almost certainly have fallen had two teacher representatives been present. They were in Blackpool attending the Trades Union Congress.

One of them, Mr Malcolm Horne, a member of the NUT's national executive, described the proposal as "judicious". He was, however, relieved that it was going out for consultation.

"I think the council will be told quite properly that the staff of schools have got to have procedures for dealing with pupils. They've got to be aware of the needs of 99 per cent of pupils as well as the one per cent."

Mr John Poole said if the proposal was ever carried by full council a collective dispute would be declared by teachers. If a settlement was not reached he believed a High Court action would be brought under the 1944 Education Act. "It would be a test case on the question of whether the authority had the right to determine the discipline and conduct a school."

Mr Eric Pilkington, assistant secretary of the National Association of Head Teachers, said: "Heads are normally empowered by their articles of government to suspend or exclude pupils for urgent cause. They then report the matter to their governors and then together they decide on a further course of action."

"If Brent is trying to alter the articles of government of schools that has very serious implications and we would look at it very carefully."

Another integrated school, in the south of the city, the Forge integrated primary school, also opened this week, but under the auspices of the All Children Together Movement, which started Lagan College. Housed in the former Malone primary school, with an initial roll of 60 and £30,000 in funds, it will be independent for a three-year trial period.

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## 'Asian biased' head suspended

Governors of a Berkshire primary, where parents have called for the head's resignation, will open a quasi-judicial inquiry into the running of the school next month. They have suspended the head pending the result.

Miss Margaret Channon, aged 47, who has been head of Katesgrove primary school in Reading for 14 years, was due to return from a year's sabbatical this week when the new term began.

However, after a special meeting of the governing body, Miss Margaret Singh, chairman of the governors, suspended Miss Channon on full pay. She said: "There has been a considerable loss of confidence in the head, and there is anxiety about the forthcoming term, with parents threatening to boycott the school if she returns."

At the end of last term the governors received a petition signed by 102 parents at the 180-pupil school, saying they believed the school had been transformed by Mr Geoff Forster, the acting head, during Miss Channon's year of absence.

Teachers at the school also sent a statement to governors recording their anxiety about the future direction of the school.

Mr Forster is due to leave Katesgrove for another Berkshire headship at Christmas but this week he resumed his role as acting head in Miss Channon's absence.

The organizer of the petition, Mrs Gay Claridge, who has three sons at the school, said she was relieved by the

## Minister criticized over sale of school

The Belfast Education and Library Board is at loggerheads with the Northern Ireland Department of Education over the sale of one of the city's primary schools.

Mr Nicholas Scott, the province's education minister, has decided that the Throne primary school should be offered to the Belfast Charitable Trust for its new Hazelwood primary and secondary schools.

But board members believe it would fetch a better price if put on the open market. They also argue that there is no need for another school in view of falling rolls.

The issue came to a head at the board's last meeting when a motion instructing the chief officer, Mr Gerry Moag, to disobey the minister's directives resulted in a tied vote.

Mr Scott's critics were reminded by Mr Moag that a showdown with the department could only be to the board's detriment. "If the board rebels on this, there will be more central control of our affairs. The department will sell the school itself and if it gets in foot in the door, it will get its body in," Mr Moag warned.

Nevertheless, the issue is due to be discussed again at the next board meeting.

Undeterred by the row, the new Hazelwood primary and secondary schools have managed to acquire alternative premises at a nearby adult education centre and on Monday it opened its doors to 130 Roman Catholic and Protestant pupils.

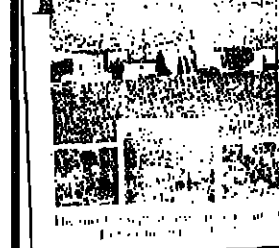
The trust is confident it will eventually obtain the Throne premises. As Mr Joe Mulvenna, its co-ordinator, said: "The board holds the deeds of the building but the department has the over-riding power and we already have a legal contract from the minister."

Another integrated school, in the south of the city, the Forge integrated primary school, also opened this week, but under the auspices of the All Children Together Movement, which started Lagan College. Housed in the former Malone primary school, with an initial roll of 60 and £30,000 in funds, it will be independent for a three-year trial period.

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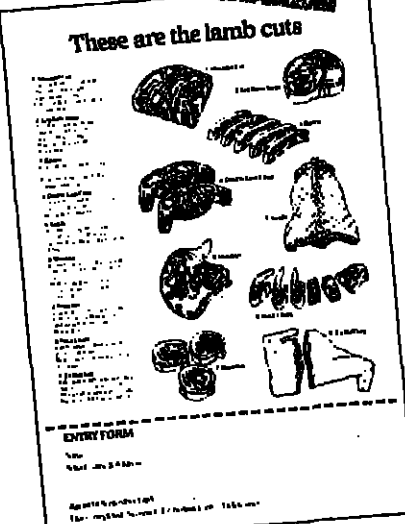
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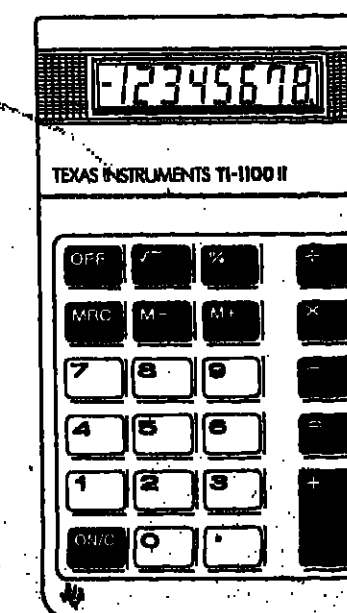
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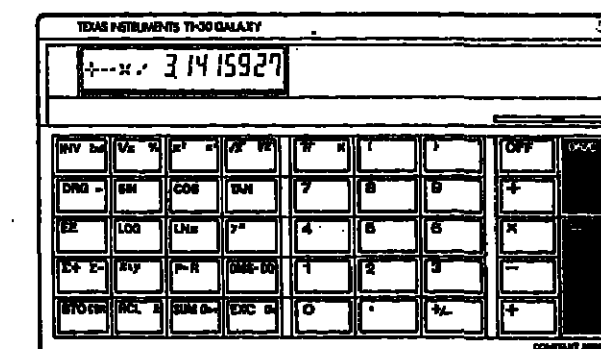
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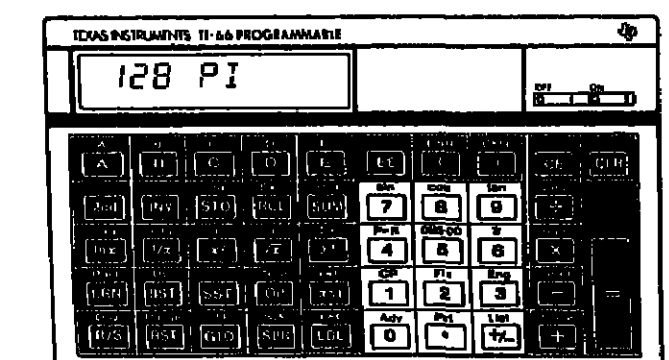
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Susie Powesland, head of Sir William Burroughs primary school, Limehouse, for the past five years, ran a summer school in the holidays. During it she found she could not take her Bangladeshi pupils for walks along the canal without a confrontation with local white youths. In previous years she did so without trouble.

Previously in June she took some children to the local park because their parents had told her about trouble with teenagers. Ms Powesland said: "I didn't believe it could be so bad and thought if I was there they would gain confidence and then they could go without me."

But she was wrong. A group of teenage boys and girls surrounded them, kicked some clothes into the paddling pool and when she remonstrated, one boy aimed a pellet gun at her face. It was only brought to an end when a local man walking his dog threatened to intervene.

Mrs Elizabeth Smith, head of Central Foundation School for Girls in Bow, said an increasing number of her pupils were being collected from school by parents or by taxi as they suffered frequent harassment from white youths.

Ms Powesland said: "It's a war of attrition - people's resistance gets worn down. When they leave school they're prisoners in their little flats."

Three boys of Bangladeshi origin in St Paul's Way school, Limehouse, said life was better in school. There was less bullying from older white boys and attitudes had changed too among the staff - although some had reservations about caretakers.

But outside school they and their parents had to face insults and abuse. One boy had been beaten up by a white gang on his way home.

Vicki Carter, a worker with the Community Alliance for Police Accountability (CAPA), said that over the past two years hostility had grown. Many Bangladeshi families faced a daily round of stone throwing, rubbish and fires through letter boxes, being spat at, and having milk bottles stolen.

"The police won't react, yet I wouldn't be expected to stand it," she added. The only note of dissent came from Mr James Taylor, for 22 years head of Stepney Green School for Boys, about half a mile from St Paul's Way.

He said: "I don't see the situation anything like as parous from where I sit here and in the streets around - it is not the deteriorating situation that the press make out."

"Brown people walk the streets more than ever. It is more relaxed than three years ago - there is far less tension among them."

Even so Mr Taylor is not immune. Last year a 15-year-old boy, Mukith Miah, was slashed in the back by a gang of white youths outside shops near school in the lunch hour. He spent six days in hospital.

Two of the gang were former pupils of Stepney Green who had been transferred to a special unit.

Schools in the area contacted by *The TES* said they took a firm line on racist incidents and had produced anti-racist statements in line with the Inner London Education Authority's policy.

Heads said any incident - verbal or physical - was treated as the most serious offence and was reported immediately to them. Incidents were logged, letters sent to parents and sometimes pupils were excluded or suspended.

Mr Taylor was cautious about teaching against racism. He said that the school was one of the first to produce an anti-racist statement but these "didn't do a lot of good". Some teachers had tried it and found it counter-productive. "In a free class discussion the school is left open for the sort of verbal harassment I consider punishable," he said.

Mr Mike Bannister, for five years the head of St Paul's Way, said his school aimed to develop a proper comprehensive school ethos and to create an atmosphere where everybody was cared for.

A few years ago two white boys who were sympathetic to the National Front were about to leave school. "The head of the year found them work experience and they turned out OK. If the school had rejected them they would have been thrown into the arms of the organization."

But the schools report little sign of highly-organized political activity. A few years ago St Paul's Way was led by the National Front regularly and a pig's head was once placed on the school fence.

Teachers noticed bitterness and resentment among the local indigenous population and a general deterioration in standards of behaviour. Harassment of Asians had coincided with drug abuse and attacks on pensioners, according to a teacher.

Ms Powesland said her children had been particularly shocked by the attitude of white grown-ups. "His mum saw him but never did anything to stop him," her pupils told her.

The police were praised by some and accused of indifference by others. Mr Taylor said they could not have acted

Above: Bangladeshi youngsters often stay indoors during holidays to avoid racial harassment and (right) the injuries of Mukith Miah, 15, attacked by white youths one lunchtime.

more promptly after his staff reported a group gathering outside his school during the lunch break when Mukith Miah was subsequently attacked, but they failed to prevent it.

Mr Bannister also gets the police to drive past the school if the "atmosphere feels wrong" which defuses the situation. But this, the heads agreed, often merely switches trouble from the schools and drives it into the streets.

Ms Powesland wrote to the local police after the pellet gun incident and was told to take out a private prosecution. She also held a meeting last June with the PC covering the school - her pupils told him of being threatened with knives and being stoned and insulted near their homes.

Ms Carter thought many schools would not countenance racism but others just wouldn't face up to it. Some teachers also had a muddled attitude towards the police. They didn't want them in school as teachers, but that shouldn't mean that the police

shouldn't go into schools when a crime had been committed.

The police deny they are inactive. Their statistics show that in Tower Hamlets in the first seven months of 1984, 213 racial incidents were recorded, with 50 arrests made in the whole year. This year in the same period 144 incidents were logged and 90 arrested.

Incidents range from minor offences - such as stones through windows - to serious assault. Mr Gordon Day, the district chief superintendent, said most incidents took place at lunchtime and at the end of the school day. Most whites suspected of assaults on Asians in the area were aged between 11 and 16.

Some schools though admit that the decrease in racial trouble and the improved atmosphere was sometimes due less to anti-racist policies and more to an increase in the proportion of Bangladeshi children to white.

In all this Tower Hamlets is not unique. Racial harassment is found in other areas of London including Wandsworth, Camden, Westminster and Thamesmead. And that is only London.

## Campaign lists attacks

Since last May the CAPA has logged incidents such as:

- Bricks thrown through a window of an Asian woman, human excrement left on her doorstep;
- An Asian couple and two children standing at a bus stop were attacked by a group of 30 whites;
- A group of Asian children were injured when a neighbour set a dog on them;

- Bangladeshi school children were stoned in a park while in the company of a teacher; and
- An arson attack on an Asian family's house; paraffin poured through the letter box and set alight early in the morning.

In the past two months there have been at least four serious arson attacks: the worst claimed the lives of a young Asian mother and her three small children in Ilford.



# Shelter from the troubles outside

In the week of the Handsworth riots, Diane Spencer visits East London to follow up reports of increased harassment for Asian families and its impact on the schools



Picture: John Surcott

## Three violent incidents

In the past year these incidents occurred in three East London comprehensives:

- A 12-year-old Bangladeshi boy was cut with a knife by an older white boy while walking down a corridor in school;

- A Bengali boy was slashed with a knife by a gang of white youths outside school at lunchtime;

- A white youth whipped Asian children with a chain in the playground.

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## Richard Garner reports from the Trades Union Congress in Blackpool



Many El Salvadorean teachers are frightened to join a union.

## Dodging the death squads...

Mr Bob Richardson, vice-president of the National Union of Teachers, told the TUC how he was stopped by armed soldiers when he visited the annual conference of ANDES, the El Salvador teachers' union.

Mr Richardson, who was a fraternal delegate to their conference earlier this summer, said the visit had been a "humbling" experience. He had met teachers under threat of death who had to sleep in different homes every night and had spoken to wives and mothers of teachers who had disappeared. Others had said they supported ANDES but were too frightened to join it.

"I had my identity checked by teenage soldiers who carried so many bullets they could hardly move," he told delegates.

However, pressure from trade unions outside El Salvador had at least allowed ANDES to hold an open conference this year. He urged unions to continue to do all they could to help foster trade unions in El Salvador.

Teachers last week won unanimous approval from the TUC for their pay campaign - and Mr Fred Jarvis, general secretary of the National Union of Teachers, received a standing ovation.

There was none of the "here we go, here we go, here we go" razzmatazz of last year's miners' dispute or the Soviet-style applauding of those in the gallery in the manner popularized by Mr Arthur Scargill - although 300 striking Lancashire teachers did unveil a banner in support of their claim.

Instead, there was a more dignified standing ovation led by Mr Ray Buckton, the train drivers' leader, in recognition - as one trade union leader put it - of the fact that the teachers were the only group of workers still fighting the Government's economic policies.

Mr Norman Willis, TUC general secretary, told delegates that teachers "couldn't come cheap", adding that it was now time the Government gave priority "to groups that the British people care about".

Mr Jarvis said that 100,000 NUT members had already taken strike action during the eight-month-old dispute. "Teachers are striking a blow for all public sector unions because we're fighting arbitrary cash limits."

He said that despite deliberate attempts to discredit the union leadership there had been massive "yes" votes in ballots on industrial action.

"We've had the employers deliber-

ately going behind our backs to tell our members how marvellous their last offer was," he said. "You expect these things from Ian McGregor. You don't expect them from the Labour leader of a local authority."

Mr Jarvis went on to describe the £1.25 billion four-year package on offer from Sir Keith Joseph as "a con trick which will not fool the teachers and which will not fool you".

Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, said his union's strike action would be "increased substantially" from October 1.

He added that it was "scandalous" that the arguments of comparability used to justify a massive pay increase for top judges and leaders of the armed services should be "so unscrupulously abandoned" for other groups.

● Academic freedom in Britain's universities is under threat, Ms Diann Warwick, general secretary of the AUT told the congress.

Ms Warwick was speaking in favour of a motion calling for a TUC day of action if any employee of the GCHQ intelligence centre was sacked for belonging to a trade union.

She said that academics who had spoken their minds now found themselves under attack and claimed the Government was "creating a climate of fear".



Fred Jarvis: striking a blow for all public sector unions

## Training claim 'fraudulent'

A motion accusing the Government of a "cynical fraud" in claiming that training opportunities had increased despite the closure of the country's 27 skillcentres was endorsed by congress.

Mr John Randall, from the Civil Service Union, moving the motion, said it was arrogant of the Government to carry out the closures despite opposition from both the Manpower Services Commission and local authorities.

And Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education, told delegates the decision was "as dramatic an example as you could see of the destructive nature of government policies".

The motion also called on TUC representatives on the MSC to press for a re-appraisal of the Adult Training Strategy.

## Miners' debate splits teachers

Teachers' leaders were split over one of the crucial issues of the conference - the demand that a future Labour government should reimburse the National Union of Mineworkers for the money lost through fines, sequestration and receivership during the recent miners' dispute.

The National Association of Teachers in Further and Higher Education cast its 74,000 votes in favour of the motion - while the National Association of Schoolmasters/Union of Women Teachers cast its 126,000 votes against it.

The National Union of Teachers, with 214,000 votes, and the Association of University Teachers with 31,000 votes, were among the three unions to abstain.

The motion was eventually carried by the narrow margin of 64,000 votes.

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# Spending on secondary pupils rises as rolls fall

by Biddy Passmore

The vast majority of education authorities in England and Wales have increased their spending per secondary pupil in real terms this year, as pupil numbers have fallen faster than teachers have been shed.

But more than half of the authorities have cut their spending per pupil in the primary sector, where rolls have stopped falling. In a few cases—the London boroughs of Brent and Ealing, the West Midlands district of Wirral, and Barnsley—the authority has made an actual cash cut.

This pattern emerges from the local authority spending estimates for 1985-86, published by the Chartered Institute of Public and Accountancy (CIPFA). They cover a year in which education inflation is estimated by the Government to be running at 4.1 per cent.

The new figures show that the gap between high and low-spending authorities continues to be very wide, despite rate-capping and a stiff Government regime of targets and penalties.

The Inner London Authority continues to top the spending league in both primary and secondary schools, spending £1,200 per primary pupil and nearly £2,000 per secondary pupil. The London boroughs of Haringey, Newham and Brent are close behind, even though Brent has this year made a slight cut from £1,028 to £1,027 in its primary unit cost.

The lowest spenders in the primary sector are Somerset, Wirral, Kent and Lancashire. Notoriously low-spending authorities which have made a big improvement in their primary spending are Dudley (from £613 to £688) and Lincolnshire (from £542 to £711).

At secondary level, the only authority spending less than £1,000 per pupil is the Yorkshire district of Kirkcaldy (£981), but Bradford, Hereford and Worcester, Somerset and West Sussex spend little more.

As usual, variations are much smaller in the shire counties than in the metropolitan areas, although sparsely-populated Powys appears among the highest spenders with a primary unit

cost of £952. Higher average spending and bigger variations may result from the swing to the Alliance in the last county council elections, which should be reflected in the budgets covered by next year's figures.

Pupil-teacher ratios vary as much as unit costs, to which they are, of course, closely related. Primary ratios range

from 24.7 pupils per teacher in the London borough of Sutton to 16.6 in Brent while those in secondary schools (excluding the Isle of Wight) range from 17.7 in Somerset to only 11.4 in Brent.

Nationally, average ratios have stayed at the same level—21.9—in primary schools while improving

slightly, from 16.1 to 15.9, in secondary schools, where rolls will fall this year by 4 per cent.

*Education Statistics 1985-86 Estimates*, published by the Chartered Institute of Public Finance and Accountancy, 3 Robert Street, London WC2N 1BH. Price £15 or £100 on floppy disc.

## PUPIL TEACHER RATIOS AND UNIT COSTS 1983-4 TO 1985-6

|                            | Pupil-teacher ratios |        |           |        | Unit costs |        |           |        |
|----------------------------|----------------------|--------|-----------|--------|------------|--------|-----------|--------|
|                            | Primary              |        | Secondary |        | Primary    |        | Secondary |        |
|                            | 1983/4               | 1984/5 | 1985/6    | 1986/7 | 1983/4     | 1984/5 | 1985/6    | 1986/7 |
| LEA                        | 17.2                 | 17.2   | 17.5      | 13.0   | 12.8       | 12.4   | 11.1      | 11.7   |
| Outer London boroughs      |                      |        |           |        |            |        |           |        |
| Barking & Dagenham         | 20.8                 | 20.0   | 19.9      | 18.1   | 18.1       | 18.1   | 813       | 888    |
| Barnet                     | 20.1                 | 22.9   | 23.1      | 17.0   | 18.9       | 18.4   | 680       | 728    |
| Bexley                     | 17.0                 | 17.2   | 16.8      | 13.8   | 12.7       | 11.4   | 988       | 1028   |
| Bromley                    | 22.9                 | 22.8   | 22.4      | 15.9   | 15.7       | 15.9   | 716       | 765    |
| Croydon                    | 22.2                 | 22.1   | 22.2      | 16.7   | 15.6       | 15.5   | 336       | 376    |
| Ealing                     | 20.0                 | 20.0   | 19.8      | 14.2   | 14.3       | 13.0   | 908       | 934    |
| Enfield                    | 23.4                 | 22.3   | 22.7      | 15.4   | 14.8       | 15.0   | 705       | 707    |
| Haringey                   | 17.6                 | 17.8   | 18.3      | 15.0   | 12.5       | 12.4   | 1008      | 1090   |
| Harrow                     | 23.5                 | 20.8   | 21.3      | 14.3   | 13.9       | 14.4   | 643       | 769    |
| Havering                   | 18.3                 | 22.0   | 22.0      | 15.8   | 15.8       | 15.8   | 782       | 794    |
| Hillingdon                 | 21.9                 | 22.0   | na        | 15.8   | 15.8       | na     | 781       | 778    |
| Hounslow                   | 19.8                 | 20.0   | 19.7      | 14.9   | 15.3       | 15.7   | 825       | 875    |
| Kingston-upon-Thames       | 21.9                 | 22.1   | 21.8      | 16.4   | 15.8       | 14.7   | 700       | 743    |
| Merton                     | 21.6                 | 22.0   | 21.9      | 18.0   | na         | 16.8   | 771       | na     |
| Newham                     | 19.1                 | 17.8   | 18.7      | 13.4   | 12.7       | 11.3   | 921       | 984    |
| Redbridge                  | 22.3                 | 22.1   | 22.1      | 15.9   | 15.7       | 16.7   | 692       | 734    |
| Richmond-upon-Thames       | 20.6                 | 21.0   | 20.9      | 16.2   | 16.7       | 16.3   | 767       | 788    |
| Sutton                     | 24.8                 | 24.8   | 24.7      | 17.2   | 17.1       | 16.9   | 685       | 684    |
| Waltham Forest             | 19.9                 | 19.8   | 19.7      | 15.5   | 15.4       | 12.8   | 803       | 891    |
| Metropolitan districts     |                      |        |           |        |            |        |           |        |
| Bolton                     | 23.7                 | 23.3   | 23.0      | 16.3   | 15.9       | 15.5   | 615       | 640    |
| Bury                       | 23.8                 | 23.0   | 22.0      | 15.9   | 15.4       | 13.8   | 678       | 678    |
| Manchester                 | 23.8                 | 22.0   | 22.0      | 15.9   | 15.4       | 13.8   | 678       | 678    |
| Oldham                     | 21.1                 | 21.0   | 21.2      | 16.5   | 16.0       | 15.5   | 677       | 718    |
| Rochdale                   | 22.7                 | 22.8   | 22.9      | 14.7   | 14.9       | 14.8   | 684       | 689    |
| Salford                    | 21.4                 | 21.5   | 22.2      | 16.5   | 16.5       | 16.5   | 687       | 708    |
| Stockport                  | 24.2                 | 24.4   | 23.6      | 18.9   | 18.5       | 18.1   | 682       | 687    |
| Tameside                   | 22.3                 | 22.4   | 22.6      | 15.8   | 15.8       | 15.4   | 682       | 729    |
| Trafford                   | 22.0                 | 21.9   | 22.7      | 15.2   | 16.1       | 15.7   | 644       | 682    |
| Wigan                      | 21.7                 | 21.7   | 22.0      | 15.5   | 15.5       | 15.1   | 670       | 687    |
| Crawley                    | 20.3                 | 21.0   | 21.1      | 15.1   | 14.1       | 14.8   | 748       | 783    |
| Liverpool                  | 20.5                 | na     | na        | 16.9   | na         | na     | 614       | na     |
| St Helens                  | 22.9                 | 23.0   | 22.9      | 15.9   | 15.6       | 15.2   | 627       | 673    |
| Sefton                     | 23.1                 | 23.9   | 23.5      | 16.7   | 16.7       | 16.8   | 687       | 680    |
| Wirral                     | 17.0                 | 16.9   | 16.8      | 15.0   | 15.0       | 15.0   | 641       | 641    |
| Barnsley                   | 21.6                 | 21.3   | 22.7      | 16.7   | 16.8       | 16.2   | 770       | 797    |
| Doncaster                  | 20.1                 | 21.6   | 21.9      | 15.8   | 16.6       | 16.5   | 758       | 753    |
| Rotherham                  | 22.2                 | 22.0   | 22.1      | 16.8   | 16.5       | 16.5   | 679       | 708    |
| Sheffield                  | 20.3                 | 20.9   | 21.0      | 16.5   | 16.5       | 16.5   | 679       | 708    |
| Gateshead                  | 19.4                 | 19.3   | 20.1      | 16.4   | 16.8       | 15.7   | 648       | 677    |
| Newcastle-upon-Tyne        | 18.9                 | 20.2   | 21.5      | 16.1   | 16.1       | 15.4   | 625       | 643    |
| North Tyneside             | 20.2                 | 21.4   | 21.8      | 15.0   | 15.9       | 14.0   | 740       | 847    |
| South Tyneside             | 19.3                 | 20.2   | 19.9      | 15.1   | 14.8       | 15.3   | 749       | 755    |
| Sunderland                 | 21.5                 | 22.0   | 22.1      | 16.8   | 16.8       | 16.4   | 681       | 681    |
| Birmingham                 | 21.4                 | 21.4   | 21.5      | 15.9   | 15.9       | 15.4   | 683       | 688    |
| Coventry                   | 22.9                 | 21.9   | 21.9      | 16.2   | 16.3       | 14.8   | 723       | 777    |
| Dudley                     | 21.7                 | 22.7   | 22.3      | 17.1   | 18.4       | 16.8   | 598       | 613    |
| Sandwell                   | 21.1                 | 20.4   | 20.3      | 16.4   | 16.4       | 14.4   | 714       | 742    |
| Solihull                   | 23.0                 | 23.2   | 23.2      | 18.9   | 18.9       | 18.3   | 672       | 689    |
| Walsall                    | 19.5                 | 20.1   | 20.0      | 14.0   | 14.4       | 14.0   | 785       | 810    |
| Wolverhampton              | 18.8                 | 18.8   | 18.0      | 15.0   | 14.8       | 14.5   | 830       | 882    |
| Bradford                   | 20.3                 | 20.8   | 19.7      | 17.6   | 18.8       | 18.2   | 753       | 787    |
| Calderdale                 | 21.4                 | 21.4   | 22.0      | 17.8   | 18.8       | 18.6   | 733       | 783    |
| Kirkcaldy                  | 22.5                 | 22.0   | 21.8      | 17.3   | 17.1       | 16.8   | 644       | 690    |
| Leeds                      | 17.8                 | 22.7   | 20.9      | 18.7   | 18.0       | 18.0   | 695       | 720    |
| Wakefield                  | 22.2                 | 21.4   | 21.8      | 17.4   | 16.8       | 16.2   | 683       | 765    |
| English counties           |                      |        |           |        |            |        |           |        |
| Avon                       | 23.2                 | 23.3   | 23.7      | 16.3   | 16.4       | 16.3   | 674       | 715    |
| Bedfordshire               | 23.7                 | 23.7   | 23.3      | 17.5   | 16.9       | 16.9   | 738       | 730    |
| Berkshire                  | 23.7                 | 23.8   | 23.7      | 17.5   | 16.9       | 16.9   | 738       | 730    |
| Buckinghamshire            | 24.0                 | 23.8   | 23.8      | 18.1   | 18.9       | 18.8   | 650       | 681    |
| Cambridgeshire             | 23.8                 | 22.9   | 23.0      | 15.8   | 16.9       | 16.5   | 628       | 684    |
| Cheshire                   | 22.6                 | 22.9   | 22.4      | 16.9   | 16.9       | 16.8   | 701       | 728    |
| Cleveland                  | 21.1                 | 21.5   | 21.4      | 16.1   | 16.1       | 16.1   | 675       | 711    |
| Cornwall                   | 23.5                 | 23.3   | 23.1      | 16.8   | 16.8       | 16.5   | 675       | 701    |
| Cumbria                    | 21.1                 | 21.1   | 21.3      | 16.1   | 16.0       | 15.7   | 717       | 727    |
| Derbyshire                 | 22.4                 | 21.8   | 21.8      | 17.5   | 17.3       | 16.8   | 680       | 710    |
| Devon                      | 22.8                 | 23.5   | 23.4      | 16.0   | 16.8       | 16.8   | 616       | 684    |
| Dorset                     | 23.8                 | 23.6   | 23.4      | 17.0   | 17.0       | 16.3   | 659       | 703    |
| Durham                     | 21.6                 | 21.8   | 21.9      | 16.7   | 16.8       | 17.3   | 686       | 682    |
| East Sussex                | 21.4                 | 22.9   | 23.1      | 17.0   | 17.1       | 17.1   | 648       | 682    |
| Essex                      | 24.0                 | 24.1   | 23.9      | 17.2   | 17.0       | 16.9   | 619       | 680    |
| Gloucestershire            | 22.9                 | 23.7   | 23.7      | 16.2   | 16.2       | 16.2   | 634       | 671    |
| Hampshire                  | 23.7                 | 23.6   | 23.4      | 16.8   | 17.1       | 17.0   | 638       | 686    |
| Hereford & Worcester       | 25.7                 | 23.8   | 23.8      | 18.0   | 17.2       | 16.8   | 627       | 689    |
| Hertfordshire              | 22.3                 | 22.6   | 22.4      | 16.9   | 16.8       | 16.8   | 670       | 698    |
| Humberside                 | 20.2                 | 20.2   | 20.2      | 16.0   | 16.2       | 16.2   | 641       | 678    |
| Isle of Wight              | 22.5                 | 23.0   | 23.7      | 18.3   | 18.1       | 18.1   | 705       | 707    |
| Kent                       | 23.7                 | 23.5   | 23.7      | 17.1   | 16.8       | 16.7   | 608       | 637    |
| Lancashire                 | 22.4                 | 22.7   | 22.7      | 16.9   | 16.7       | 16.5   | 622       | 646    |
| Leicestershire             | 22.9                 | 23.4   | 23.7      | 16.2   | 16.0       | 16.4   | 676       | 725    |
| Lincolnshire               | 23.3                 | 23.4   | 22.7      | 17.5   | 17.1       | 16.8   | 618       | 642    |
| Northampton                | 21.7                 | 21.9   | 22.1      | 16.8   | 16.8       | 16.3   | 682       | 705    |
| Northumberland             | 22.0                 | 22.1   | 22.0      | 16.7   | 16.3       | 16.0   | 629       | 682    |
| North Yorkshire            | 23.1                 | 23.2   | 23.1      | 17.5   | 17.2       | 16.8   | 678       | 722    |
| Nottinghamshire            | 22.0                 | 22.4   | 22.5      | 16.8   | 16.8       | 16.3   | 708       | 718    |
| Oxfordshire                | 24.2                 | 23.5   | 23.1      | 17.2   | 17.3       | 16.8   | 684       | 712    |
| Shropshire                 | 21.2                 | 21.5   | 21.9      | 16.2   | 16.0       | 15.9   | 684       | 705    |
| Somerset                   | 24.1                 | 24.1   | 24.1      | 17.6   | 17.6       | 17.6   | 614       | 647    |
| Staffordshire              | 22.0                 | 23.0   | 23.5      | 16.4   | 16.4       | 16.8   | 738       | 728    |
| Suffolk                    | 22.1                 | 21.9   | 22.1      | 17.3   | 16.8       | 17.0   | 688       | 718    |
| Surrey                     | 21.8                 | 22.0   | 21.8      | 16.3   | 16.5       | 16.0   | 686       | 678    |
| Wales                      | 22.4                 | 22.4   | 22.4      | 17.1   | 17.1       | 17.1   | 684       | 685    |
| West Sussex                | 23.2                 | 23.5   | 23.5      | 17.2   | 17.2       | 16.7   | 618       | 659    |
| Wiltshire                  | 23.3                 | 23.3   | 22.9      | 17.0   | 17.3       | 17.1   | 618       | 657    |
| Welsh counties             |                      |        |           |        |            |        |           |        |
| Ceredigion                 | 22.7                 | 22.4   | 22.8      | 17.0   | 16.7       | 16.8   | 709       | 735    |
| Dyfed                      | 18.7                 | 18.2   | 18.4      | 16.0   | 16.1       | 16.0   | 749       | 768    |
| Gwent                      | 20.8                 | 22.6   | 22.2      | 15.7   | 16.1       | 15.7   | 749       | 768    |
| Mid Glamorgan              | 16.5                 | 16.5   | 16.2      | 16.7   | 16.8       | 16.4   | 742       | 769    |
| North Glamorgan            | 20.8                 | 22.6   | 22.2      | 15.7   | 16.1       | 15.7   | 749       | 768    |
| Powys                      | 18.5                 | 18.3   | 17.5      | 15.9   | 16.4       | 15.7   | 581       | 618    |
| South Glamorgan            | 22.8                 | 22.7   | 22.5      | 16.5   | 16.5       | 16.5   | 683       | 699    |
| West Glamorgan             | 20.8                 | 21.5   | 22.5      | 15.3   | 15.9       | 15.9   | 749       | 764    |
| LEA                        | 17.2                 | 17.2   | 17.5      | 13.0   | 12.8       | 12.4   | 11.1      | 11.7   |
| Outer London               | 21.0                 | 20.8   | 20.7      | 15.3   | 15.0       | 14.6   | 784       | 827    |
| Metropolitan districts     | 21.3                 | 21.3   | 21.7      | 16.3   | 16.3       | 15.8   | 705       | 794    |
| Non-metropolitan districts | 20.7                 | 21.0   | 21.4      | 16.1   | 16.1       | 15.4   | 655       | 688    |
| Non-metropolitan counties  | 21.8                 | 21.9   | 21.9      | 16.8   | 16.1       | 15.9   | 703       | 734    |

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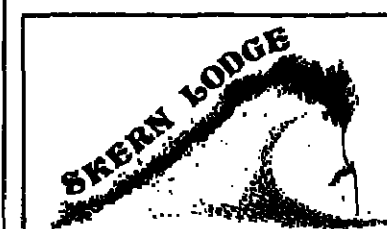
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## The Institute of Careers Officers annual conference in Middlesbrough

# Coherent training system near

A coherent education and training system is now in sight, Mr Bryan Nicholson, chairman of the Manpower Services Commission, assured the conference on Saturday.

The development in parallel of the Youth Training Scheme and the Technical and Vocational Education Initiative was a major step towards this.

Both had their critics, he said, but "an astonishing amount" of the discussion was well-informed and constructive. "Even when it has been motivated by ill-will, vested interest, or just plain ignorance, there has been something to learn from it", Mr Nicholson added.

## Will jobless disappear?

Is youth unemployment going to go away? It could happen over the next 10 years without any need for action.

Mr Nicholson pointed out to the conference that there are at present just under two million 16 to 17-year-olds, made up largely thus: Full-time education, 800,000; YTS, 350,000; Employment out-

side YTS, 420,000; on social security, nearly 250,000.

But this total will fall gently by 1987 and after that very sharply, to 1.3 million by 1995. If employers went on recruiting the same number of young people as they did now - which was by no means certain - then youth unemployment would become insignificant, Mr Nicholson said.

## Never afraid to speak his mind . . .

Mr Ray Hurst, the quiet Lancastrian who led the careers service from deferential obscurity into the centre of the controversy over training and education policies, spoke to the institute for the last time as its honorary secretary.

For 12 years Mr Hurst, who was speaking only a few hundred yards from his own office (he is Cleveland county careers chief) has been the authoritative voice of the service, quick to intervene in every issue relating to employment and the interests of young people.

Ministers and officials have come to accept that they cannot take the careers service for granted and that their policies and actions are under constant scrutiny from experts who are prepared to speak out plainly.

Most, though not all, learned that it

was better to consult Ray Hurst first and to bring him on to the bodies which planned and ran their schemes for the young.

Mr Neil Kinnock - who has himself served alongside Mr Hurst on working parties and committees over the years - told the conference: "Ray is an agitator who uses facts where others use slogans, is calm where others shout. Whether he is tramping the corridors of the Commons or combatting myths and ignorance in the letter columns of newspapers it is always clear that he promotes the purpose of improving the condition and treatment of young people."

In his speech, Mr Hurst took a last measured swipe at the Government's present handling of the young. It was being short-sighted in letting its philosophy lead it into privatizing the YTS

and discouraging local authorities from creating places. Penalizing authorities for their expenditure on the scheme was also unfair discrimination.

What really mattered was to make sure that there were enough training opportunities of the right kind, irrespective of which sector of the economy provided them. The YTS would not meet the needs of young people until it was adequately resourced.

And, refusing to go along with the official line that the YTS is primarily a training scheme rather than an alternative to unemployment, he added "In the real world of the careers service dealing daily with unemployed young people, it is a scheme which helps alleviate unemployment because it is the only alternative open to them."

Edited by Mark Jackson

## Growing belief in will to make new YTS a success



Bryan Nicholson

ments outside education - notably the YTS - and with existing vocational education and with higher education.

They would lead to virtually interchangeable qualifications.

Like employers, the universities and colleges would need to take on board the implications of the new curricula and recognize the accreditations being developed under TVEI.

Careers officers could use their relationships with the higher and further education services to help bring this about.

The new two-year YTS must provide training consistent with other provision for the age group, so that it was seen as a genuinely equal option, and not a second best.

Its qualifications, valuable in their own right, should be recognized as credits towards other qualifications.

And the overall review of vocational qualifications that the Commission was undertaking for the Government, would seek to bring about this kind of interchangeability right across the education and training system.

## Cuts reduced universities' share of new entrants, DES figures show

# Polys reap bumper crop of students

by Biddy Passmore

The proportion of first-year home students who were at universities rather than public sector institutions dropped from 51 to 44 per cent between 1980 and 1983, new Government figures show.

But the shift, which occurred when the universities had to cut back, leaving polytechnics and colleges to absorb a bumper crop of 18-year-olds, was partly reversed last year.

Early figures for 1984 suggest that there was a 2 per cent rise in the number of entrants to universities and only a very small increase in the numbers entering public sector higher education.

The new statistics cover the whole of Britain, including the Open University but excluding the University of Buckingham, and look at changes from 1970 to 1983.

They show that the numbers of students on first degree courses rose continuously throughout the period, with an overall increase of 27 per cent, from 445,300 to 565,500.

Numbers on postgraduate courses rose during the seventies, fell until 1982 but increased again slightly in 1983, when they represented 11 per cent of all higher education students.

Most striking is the picture for overseas students, whose numbers rose by 124 per cent between 1970 and 1980 and then dived by 13 per cent

when "full cost" fees were introduced. But the total of 46,000 in 1983 was still twice that of 1970.

In 1983 there was a fall for the first time in the post-war period in the numbers of first-year home students on first degree courses. This led to a small decline in the age participation rate (the proportion of 18 and 19-year-olds going into higher education) from 13.5 to 13.3.

The qualified participation rate - the proportion of those with two A levels or equivalent going into higher education - also fell, to 88.6 for men and 74.0 for women, the lowest levels since 1978.

The proportion of women students rose steadily until the mid 1970s then, following cutbacks in teacher training, fell until 1980. It subsequently recovered its long-term trend, rising steadily to 44 per cent in 1983.

There was no dramatic change in the proportion of students over 21 between 1970 and 1983. For men, the percentage of entrants aged over 21 rose from 22 to 24 per cent. For women, it increased from 19.6 to 22 per cent.

**Student Numbers in Higher Education - Great Britain: 1970 to 1983.** DES statistical bulletin 9/85, is available from the Department's Statistics Branch, Elizabeth House, York Road, London SE1 7PH.



Michael Montague . . . consumer education held in low esteem

## Basic skills overlooked

An education system that left young people unable to read an electricity meter, to make a fist about faulty goods or to confront bumbling bureaucrats was attacked last week.

Mr Michael Montague, chairman of the National Consumer Council, said: "What are we thinking of as a nation, allowing young people to leave school without acquiring many of the basic skills they need to cope satisfactorily with everyday life?"

He said teachers were not to blame for all the ills that beset society. The NCC's research showed that there were teachers eager to teach these skills but who were handicapped by lack of

teaching materials, books and equipment.

The council had also found that consumer education was held in low esteem in schools, he added, suggesting that this might stem partly from the attitude of the exam boards.

Mr Montague was speaking at the launch of *Consumer File*, a new series of consumer education materials from Forbes Publications.

A spokeswoman for the council told *The TES* that the council was trying to encourage the teaching of consumer education across the curriculum but that it was mostly taught as part of home economics at present.

## Most NUT members are women

by Richard Garner

A breakdown of union membership figures shows that more male teachers belong to the National Association of Schoolmasters' Union of Women Teachers than its larger rival, the National Union of Teachers.

The figures, contained in a report to last week's TUC in Blackpool, reveal that the vast majority of NUT members are women - 152,965 as opposed to 61,396 men.

This contrasts sharply with the NUT executive which has 35 men and seven women.

The breakdown in NASUWT membership shows that 75,347 of its members are men while 51,088 are women.

NUT leaders maintain their large percentage of women members stems from the high profile it gives to seeking equal opportunity in education.

However, the NASUWT points out that its membership has been concentrated in secondary schools - while the NUT is mainly made up of primary school teachers, where there are more women employed.

The statistics show that the NUT is alone among education unions in representing more women members - and reveal a largely male-dominated higher and further education sector.

Of the Association of University Teachers' 31,684 members, only 4,752 are women. The National Association of Teachers in Further and Higher Education has 52,513 men and 21,232 women.

The statistics are taken from a report detailing the membership of every union prepared by the TUC for its congress last week.

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## DES drops complaint against Jewish school

An independent Jewish primary school has become the first school to force the DES to withdraw a formal complaint.

This follows a 10-day tribunal hearing and means HM Inspectors will reconsider the contribution of Hebrew studies to the non-religious teaching in the school.

The Talmud Torah Machzike Hadas school in Hackney, which serves a Hasidic Jewish community in north London, was the subject of a damning HMI report in June 1983. Inspectors found both school premises and instruction inadequate and that report said the standards achieved were far too low for the age and abilities of the boys in the school.

As a result of the tribunal ruling the DES is considering the possibility of making an ex-gratia payment to cover some proportion of the school's legal costs which will run into thousands of pounds. The tribunal chairman, Mr Norman Turner, made it clear that if the DES had not withdrawn the complaint, he would have made an order for a settlement.

To some extent, the case reflects a clash between the kind of education favoured by the community school

serves and the minimum standards laid down by the HMI for independent schools.

The school has agreed to meet some of the requirements set out by the Inspectors - practical sciences, arts and craft and physical education are to be introduced.

The Belz community - it takes its name from the Polish town which was nearly wiped out during the last war - lays stress on education through the Talmud and discourages such activities as drama.

Mr Justin Fenwick, counsel for the DES, said the department had withdrawn the complaint because the school had made changes.

After the hearing, a DES spokesman said the department would be likely to consider increasing its use of occasional inspectors.

The Hackney school is one of 30 independent Jewish schools in the country. Of those schools nine are provisionally registered, awaiting HMI inspection before being registered. The Hackney school will continue to be provisionally registered until another full inspection takes place, probably within 18 months. The other 21 are all registered.

## Curriculum winners hold community appeal

by Susannah Kirkman

The winners of last year's Schools Curriculum Awards had confidence in what they were doing which was shared by parents and the whole community, according to an assessors' report published today.

The awards, which are sponsored by the Society of Education Officers, the Association of Directors of Education in Scotland and Education magazine, went to 53 primary and middle schools, and 36 secondary and special schools who could show "sustained work linking the school and the locality and touching virtually all the children and most aspects of the curriculum."

Links with the community ranged from inviting pensioners to tea to creating a nature reserve round an old coal tip in South Wales.

Some schools also drew on the knowledge and experiences of local people to enrich the curriculum.

Rural schools made friends with local farmers and pupils in one city school talked to a mining engineer, a dentist, a bookseller, an octogenarian former teacher and workers on a nearby building site, all within a few months.

But schools needed a strong lead

from the local authority to succeed in building links with the local community.

**Schools Curriculum Award - Final 1982-1984 and Guidelines 1984-1986** available from SCA, 5 Benliff Street, London W1M 5RN.

## Announcements

### ANNOUNCEMENT

#### Step by Step Mathematics

Blackie and Chambers regret to announce that Levels 3, 4 and 5 of Flight Two will not now be published. The publishers apologise most sincerely for inconvenience caused. Flight One and Flight Two, Levels 1 and 2 materials will continue to be available.

## Builders give a guarded 'yes' to new YTS

by Diane Spencer

The construction industry has agreed to the two-year Youth Training Scheme, provided standards are kept up and the Government is prepared to fund it properly.

The Construction Industry Training Board has warned the Manpower Services Commission of the increase in "cowboys" - self-employed shoddy workmen - who are "seriously undermining standards in the industry".

And the board is seeking an assurance from the Government that the



financial support it provides will be adequate and permanent. It also says the two-year scheme should provide training for employment, be voluntary for employers and be approved by joint industry bodies.

The CITB believes it should be the sole managing agent for implementing approved schemes. Standards could fall if training is too broadly based, it warns.

The board claims to run the country's most successful one-year YTS. It is the biggest and holds the record for the highest job placement of trainees - 90 per cent of those who completed the scheme in 1984 got permanent jobs.

Nearly 18,000 young people are on the CITB scheme this year.



Sue Branford reports on how Rio's radical governor is building opportunities for the poor and a springboard for himself

## Why the girls and boys head for Ipanema

### BRAZIL

How can a state governor in a developing country deliver his pre-election promise of free education for all children of school age if he has few resources and tens of thousands of children are without schooling?

This was the problem that faced Leonel Brizola, a left-wing Brazilian politician, when in November 1982 he unexpectedly won the elections for state governor of Rio de Janeiro.

Brizola was vice-president of Brazil in the early 1960s, but had to flee from the country in 1964, after a military coup.

He was allowed back 15 years later, after a political amnesty which formed part of the country's gradual return to democracy.

Despite his years of exile, Brizola was still remembered by the inhabitants of Rio, particularly the shantytown dwellers. Though his party did not have an efficient administrative structure, Brizola won a spectacular victory.

During their 21 years in power, the military rulers had concentrated almost exclusively on developing higher education, in order to train a professional elite to run sophisticated, export-orientated industrial sectors.

Primary education had been badly

neglected. It was estimated that in 1982, in Rio, 700,000 children did not go to school.

Moreover, just over half (52 per cent) of those who began primary education failed to get beyond the second year. Many of these children were roaming the streets, earning their living from odd jobs and thieving.

Brizola put Darcy Ribeiro, a respected anthropologist and educationist, in charge of his programme. One of the new team's first decisions was to abolish gradually the so-called "third shift" - as an economy measure, the military had squeezed in an extra session, from 11am to 3pm, so that each school building could handle every day three groups of children, with each receiving no more than four hours of schooling.

To start tackling the interlinked problems of lack of schooling, juvenile delinquency and malnutrition, the state government devised a new programme, based around integrated centres of Public Education (Centros Integrados de Educacao Publica) - CIEPs.

These are highly distinctive - yet simple and cheap - new schools, designed by the Brazilian architect Oscar Niemeyer, and located around the city in areas of greatest need.

Now, just over two years later, the new programme is being put into practice. Over the last few months 60



The new schools are providing a desperately underprivileged sector of Rio society with education.

CIEPs have been opened, most of them with a capacity for 1,000 children.

By the end of Brizola's term of office, in March 1987, there should be 300 of them, providing schooling for 300,000 children. This will not in itself eliminate the schooling deficit, but it will be a big step forward.

Although it was difficult to get children into the centres at first, once there, attendance remained high.

CIEPs not only provide full-time schooling, from 7.30am to 5pm, but also three square meals, clothing and school materials. They make a marked contrast with the typical Brazilian primary school at which children have to supply not only pens, pencils and notebooks, but also basic maintenance materials, such as toilet paper and kitchen soap. Each CIEP will also provide lodging for 24 homeless children in due course.

Moreover, the schools are trying to revitalize teaching methods, not by importing foreign theories, but by employing a "cultural animator" to incorporate popular culture into the curriculum. Dance and music are used extensively in the schools.

Darcy Ribeiro explained that they were slowly finding "a Brazilian solution to a uniquely Brazilian problem". It is an attempt to put into practice Brizola's theories about an indigenous form of socialism.

Despite teething problems, the CIEPs appear to be working well. I visited one in central Rio during the first heavy rains of early spring. Water was dripping through the ceiling in a few parts of the building. Children were arriving from shantytowns with terrible tales of their huts being swept away at night.

Rather than worrying about new pedagogic theories, the teachers were dealing with concrete problems of endemic poverty.

The children clearly loved the school and wolfed down with relish their lunch of rice, beans, pumpkin and mince, rounded off with a tangerine. The teachers, all of whom seemed very enthusiastic, spoke of the difficulties of settling into school children who had been living in the streets, surviving by defying authority in all its shapes and forms.

The CIEP is not Brizola's only innovative education building. In an ingenious architectural novelty, he has built a *sambodromo* - a gigantic tiered building in central Rio which is used as a stand during carnival and as a school during the rest of the year. About 7,000 children go to school in this bizarre building.

He has set up a "school factory" - an assembly line which uses extremely cheap material to produce pre-fabricated, modular school buildings to be erected in areas where the demand is

not large enough to merit a CIEP. About 1,600 of these simpler buildings should be produced by 1987.

To the consternation of Rio's rich, he has taken over a semi-constructed luxury hotel in Ipanema, the most expensive stretch of real estate in the whole of Brazil, and is turning it into a huge school, which should eventually cater for 4,000 children from nearby shantytowns.

He has also set up a few creches, though locals say that with so many large families, there is an urgent need for many more.

The project has its weaknesses. Employees say that both Brizola and Darcy Ribeiro are autocratic, while teaching standards lag behind the high ideals of the project. Other critics point out that the whole programme is politically motivated - Brizola clearly hopes to use it as a springboard which will bounce him into the presidency in 1988.

The politicking is perhaps evident from the nickname given to the CIEPs by the locals - *Brizololas* (big Brizolas). Critics also say that too much money is being put into CIEPs, to the detriment of other key areas of government.

Yet the project is providing a desperately underprivileged sector of Rio society with schooling - and food. It is the first serious attempt ever in Rio to put the needs of the poor first.

## Building boost for teacher training

### MALAYSIA

Geoffrey Parkins on plans to increase the size and quality of the teaching force

Malaysia is to build four teacher training colleges which it is hoped will produce an extra 4,000 teachers a year by 1988, producing a total of 12,000 a year.

The colleges, which are being built under the Fifth Malaysia plan at a cost of £54 million, are intended, together with other institutions, to meet 90 per cent of the country's demand for teachers by 1990.

The programme includes establishing two new teacher training colleges in Penang and Batu Pahat; a £16 million complex at the Islamic Teachers Training College in Bangi; and a £14 million complex for the Rajah Malarar Teachers Training College in Seremban.

Meanwhile, the Education Ministry is studying a proposal to include one compulsory year of training "in the classroom" as part of its three-year teacher training course. At present trainee teachers only have 18 weeks experience in the classroom while under training.

Datuk Abdul Rahman Haji Arshad, education director-general, said there was an urgent need to improve the quantity and quality of teacher training in the country. The final test was "how good a teacher was in the classroom".

The Education Ministry also recognized that the new plan required an increase in the number of lecturers available to supervise trainee teachers in the classroom.

To ease the problem, heads and senior school assistants will attend short courses to enable them to help the teacher trainees in their schools.

The ministry is also considering sending teacher trainees back to the schools for two years.

## Exam change for new term

### NEW ZEALAND

Terry Power maps moves towards the British system

The secondary school term which opens in New Zealand on Monday sees the end of the university entrance (UE) examination, which since the 1940s has been the main academic goal for sixth-formers.

After the last batch of UE candidates have sat the 1985 exams in November and December, the high school examination system will more closely resemble Britain's - with pupils having external examinations to face in the fifth form and the seventh-form (upper-sixth). But none in between.

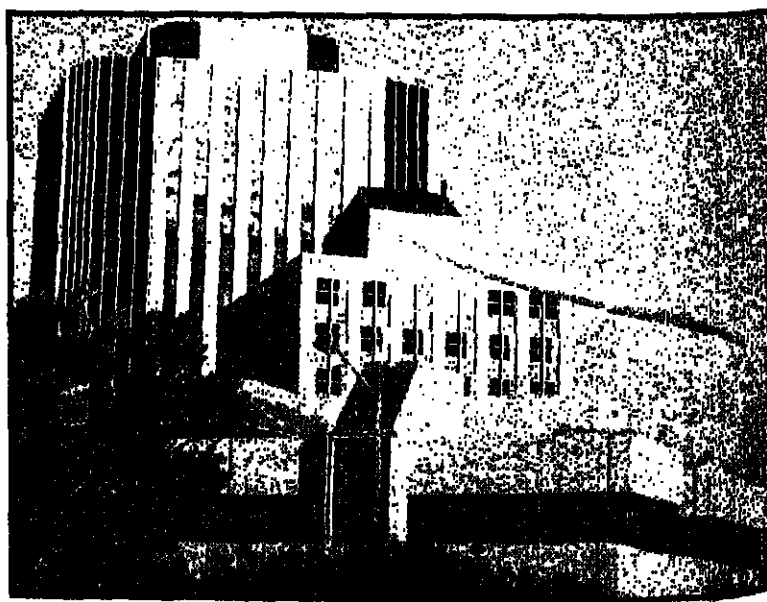
University entrance had increasingly become a misnomer for the aggregate pass examination, full success in which required an average of 50 per cent in English and the best three other subjects a candidate presented - most took four others.

The statistic most often quoted by abolitionists was that only 4 per cent of those who succeeded in university entrance actually used the qualification to enter a university the next year.

Most would be university students choose to spend another year at school in the seventh form. There most students sit the university bursaries examination, which in practice requires five subjects and success in which can bring cash help to assist future studies.

The academic elite attempt the university scholarship examination as well. This involves an extra three papers at more advanced level, chosen from the five UE subjects.

Another problem which developed, with UE was that more and more students entered the sixth-form lacking the will and/or the academic



Making a different entrance: the University, Wellington.

capacity to enter a university or tackle the UE exam.

As the economic situation made employers more selective, occupations with no relationship to universities came to want UE rather than the fifth-form exam, school certificate, as a qualification.

In recent years budding bank clerks and would-be apprentices in skilled trades found more and more the had to produce evidence of UE success.

In 1968, in the last substantive reform of the upper secondary school examination system, a sixth-form certificate was introduced as an alternative qualification. Everyone who stayed the full year received a certificate, graded from one to nine in each subject.

Next year this certificate will become the sole academic award for sixth-formers, and so increasing attention is being attached to it.

The grades which schools may award their pupils collectively in it are notified to them, by the education department, and are determined by how each school's fifth-formers of the previous year, performed in school certificate.

This is done to keep sixth-form certificate awards of a reasonably even standard throughout the country, but limits the freedom of action within individual schools, and so does not satisfy those who favour complete internal assessment.

Meanwhile a review is being conducted of the whole upper secondary school awards and examination system, with Mr Russell Marshall, the education minister, taking a keen interest in the outcome.

## Autumn uncovers some pockets of resistance

### UNITED STATES

Bill Norris charts the industrial action of teacher unions

Labour day has come and gone, and most of America's schoolchildren are back at their desks. Most, but not all. In Chicago and Seattle, and ten other school districts in Pennsylvania, Illinois and Michigan, the teachers are on strike. In all, more than half a million students are affected.

The Chicago teachers' union, representing 28,000 teachers in the nation's third largest school district, is staging its third walk-out in as many years.

The union is holding out for a 9 per cent increase, which is more than double the current rate of inflation, and is challenging the school board's claim that they cannot afford it. In this they are getting support from James R. Thompson, the governor of Illinois, who recently put together a record increase in school funding.

Talks have been going on round the clock, but even if they are successful the 430,000 schoolchildren in Chicago may still have to stay at home. A coalition of 17 unions representing 12,000 other school workers also struck on the day before school was due back.

In Seattle, which has 44,000 students, teachers voted 1,684 to 545 not to turn up for the start of the new term. Their main grievances are class size, extra pay for extra work days, and a personal allowance for materials and supplies. Michigan has nearly 3,000 teachers on the picket lines in four separate districts, and in Pennsylvania there are sporadic classroom strikes.

The start-of-term situation would have been worse, but for the last-minute settlement of pay claims by teachers in Philadelphia and Akron, Ohio. The former, represented by the Philadelphia Federation of Teachers, won a \$250 million (£182 million) three-year contract after 39 hours of negotiation, and saw their average pay rise to \$30,000 (£22,000) a year. "We squeezed, and we squeezed, and we squeezed, and we squeezed out every last cent," reported Marvin Schuman, jubilant president of the union.

Last year, in the first week of school, only 7,300 teachers were on strike, affecting about 100,000 children. The five-fold deterioration since then is seen in some quarters as reflecting increasing dissatisfaction among teachers with demands for increased quality in schools which are not matched by higher rewards.

With the growing teacher shortage, the unions should be in a strong bargaining position. They are being undermined, however, by moves in 35 out of the 50 states to lower the standards required for certification. Some teachers are being put into the

classroom after training periods ranging from 25 days to three months.

This is infuriating the 1.7 million members of the National Education Association, who see in the dilution of the profession a potentially fatal blow to their hopes of improved pay and status.

The NEA is currently making an all-out bid to be seen as the champion of teaching excellence, and has just produced a set of guidelines calling for stringent standards of admission to training colleges, interships in the classroom, and regular evaluation of all professional teachers.

Mary Hatwood Futrell, NEA president, cited Los Angeles as a flagrant example of a city making a nonsense of the brave ideal, lowering its standards with a recruiting campaign which advertised: "want to teach but have no credentials? Relax. We can help you get your teaching credentials while you work full-time as a junior or senior high school teacher."

This particular campaign is defended by its organizer, Michael Acosta, who claims that those selected need a college degree and a major or minor in the subject they will teach, and that they must pass a competency test. They would be certified only after two years of teaching and attending a weekly education course. "These young trainees are coming in with knowledge. What they need from us are teaching techniques", Mr Acosta said.

Ms Futrell, however, will have none of it. Teachers who are not fully trained, she says, cannot meet the needs of students - especially those who require remedial help. "The students are suffering while this person is learning on the job".

She also alleges that the untrained teachers are being assigned to schools which have a high proportion of minority students. The union says it has evidence to support this trend in Los Angeles and Houston, though both have denied the charge.

However, the news is not all bad from the union's point of view. New Jersey has just joined an increasing number of states which are offering a virtually free university education to promising high school students who agree to become teachers in the state for up to six years. The students are given loans to get them through college, but up to \$30,000 of the total sum will be forgiven if they fulfill their obligations.

"This is not something we're throwing together because of shortages, but for quality," said a spokesman for the state education department this week. "We're trying to get kids who wouldn't normally go into teaching."

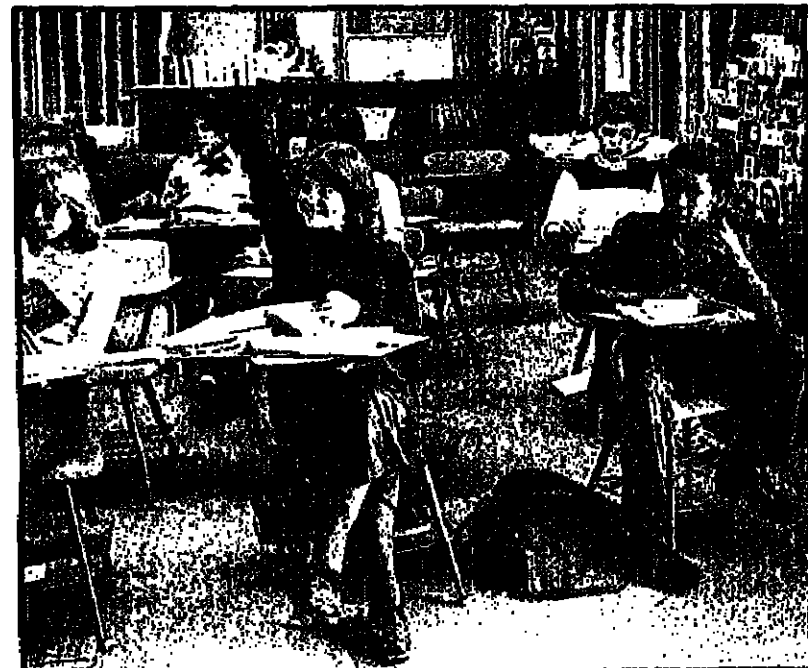
New Jersey has also just become the first state to agree to a minimum salary for its state school teachers. At \$18,000, it is well below what the NEA has been demanding, but it is, at least, a start. And there are no strikes in New Jersey this week.

## Playing to a captive audience

Not every new supply teacher gets to make his classroom debut in front of 13 television cameras, a score of photographers and several dozen reporters. Not everyone would want to. But the latest temporary addition to the staff of Banneker Academic high school in Washington DC seemed happy to be the centre of attention last week. Dr William Bennett, United States Secretary for Education, was strutting his hour upon the stage.

Dr Bennett, who has been criticized for his lack of classroom experience, has set out on a national tour of eight schools to prove that anything his critics can do, he can do better. Not that he puts it that way. It is, he says, in a typical phrase, "to pay tribute to the art of teaching".

At Banneker, where the students are talented and 96 per cent black, Dr Bennett took off his jacket, rolled up his sleeves, and loosened his tie, determined not to appear a stuffed shirt. He was relaxed and friendly as he tried to coax his audience of 26 eleventh-graders into a discussion of James Madison's Federalist papers and the meaning of the Constitution.



A signal success: A pupil catches the eye of her teacher. Classroom experience of this sort is what Dr Bennett hopes to gain. Picture: Richard and Sally Greenhill

The effort was not a great success, which may not have been Dr Bennett's fault. Relaxed discussion is far from easy in front of 35 camera lenses. So apart from one or two brave spirits, the class suffered in silence.

Though taciturn, the students were not inattentive. But they had let the Secretary get away without a challenge. Afterwards, several students remarked that Dr Bennett, who is known for his right-wing views, had been curiously reluctant to discuss the question of slavery, although slave owners had helped to draft the Constitution. "He could at least have expressed his

opinion on it," said one disappointed 16-year-old. "The laws were not written for all the people. In those days blacks were considered three-fifths human."

But by then, Dr Bennett had set off for St Louis, and his next brief hour before a blackboard. The media were left wondering what it had all proved, if anything.

It revealed that Dr Bennett knows the difference between teaching and preaching. A pity he should choose the latter.

Bill Norris

## Travel



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(0837)



# Language of the Market-place

Sir - May I endorse what Steven Crossland said in his letter (TES, August 9). When are the CCE boards and some modern language teachers going to realize that young people are voting with their feet?

The decline in numbers taking modern languages to either CSE, O or A levels is alarming for an EEC member country. Such a pity that after all the strenuous efforts made to modernize language teaching in the first two or

three years of secondary school that much of it is negated by an apparent need to revert to the quasi-classical system at third or fourth year in order to satisfy the academic prejudices of a few examiners who appear to be more interested in accurate syntax than an ability to communicate in the language. Abstruse and often dull text analysis is hardly conducive to communicating with one's fellow EEC partners.

Please can we stop this ambivalent English attitude towards modern language teaching. We need to sell products to the French, the Germans, the Spanish or whoever and they do not take kindly to an English salesman when all he can muster is a bit of "plume de ma tante".

For heaven's sake let's get our act and priorities together and encourage young people towards the view that an ability to communicate in a modern

language as an adjunct to almost any qualification and career pattern has got to enhance their employment prospects and ultimately the economic performance of the country.

S E McLOUGHLIN  
Principal  
Oswestry College  
College Road  
Oswestry  
Shropshire

## Bac sufferer

Sir - Anne Corbett's Summer Diary (August 23) is misleading in its accusation of privilege apparently enjoyed by students who have passed the European Baccalaureate. Most pupils in European schools are there through force majeure.

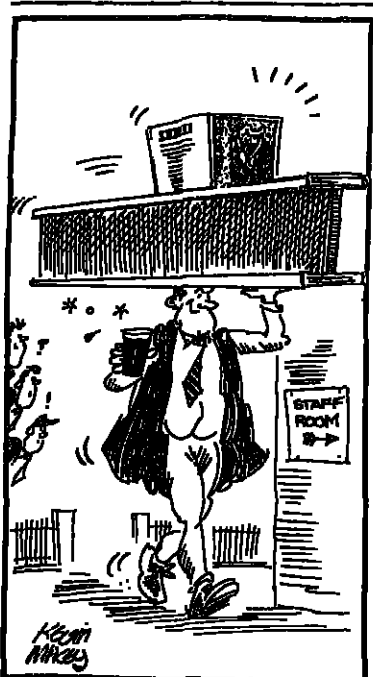
At the Munich school, many British pupils, influenced by the attitudes of some parents, desperately seek a British identity, and are themselves sceptical about their chances in British further education, despite success in the Baccalaureate examination. They do not see themselves as belonging to an elite society or an exclusive European club, and neither do their parents.

One reason for their concern is the scepticism - and in some cases total ignorance - with which the British universities until recently have regarded the European Baccalaureate. This year, for example, one outstanding Munich pupil wishing to study mathematics at a time-honoured British university was told that he must have an overall Bac-mark of 8 (80 per cent) with 9 in each of his three science subjects. He was miraculously successful, but this requirement is far in excess of a grade A at A level, and demonstrates clearly the need for guidelines from the DES, which, as Anne Corbett

observes, have now been published. Furthermore, there is a simple reason why "general freedom of movement" for all EEC students is not possible, and that is language. Pupils at European Schools cannot help the fact that they can nearly all speak two languages to perfection, and in very many cases can handle three or four. I would be among the first to agree that, given broader dissemination of this faculty, it would be reasonable to allow any EEC student to attend any of its universities, and I am sure that those in authority who might exercise their "protectionist reflexes" have this problem in mind.

Indeed, there are many ways in which it could be argued that pupils in European Schools are disadvantaged: they live in a broad academic environment which, although of a high standard, is not specifically geared to their national systems of further education; their written mother tongue frequently suffers on account of their absence from the adaptation of the spoken word to social trends in their country; and they are isolated from the national fads and fashions essential to the culture of their young peers at home.

C R BURN  
Teacher  
English Language Section  
European School  
Munich



## Crate expectations

Sir - Tim Brighouse (TES, August 30) offered a crate of Guinness to the first secondary school to put in effect two timetables, one drafted for 30 weeks and another intensive for the other eight.

At this college, we have all our teaching arranged in option blocks. For the last two years the blocks have been scattered through the week. For the first 30 weeks of the year, for the rest of the year, the blocks are allocated to half days so that students study one subject for a whole morning or afternoon at a time. As a sixth-form college under school regulations, I assume we meet the criteria.

If you will arrange the delivery of the crate of Guinness, I will arrange its distribution among the staff (who voted for this system wholeheartedly).

G R MASON  
Vice-Principal  
Esher College  
Weston Green Road  
Thames Ditton, Surrey

## Nursing subs

Sir - M D G Bence-Smith's concern that there are no nursing homes catering exclusively for retired teachers (Letters, August 30) is shared by the Teachers' Benevolent Fund.

For over 100 years, the TBF has provided a wide-range of welfare facilities for serving and retired members of the profession and their dependants - including residential homes and, more recently, sheltered accommodation through the TBF Housing Association.

Perhaps it should be made clear that, alas, there has never been a nursing home for teachers - disabled or otherwise!

The home at Mudeford, near Bournemouth, to which your reader refers was, in fact, a short-stay convalescence home operated by the Teachers' Provident Society. The home was closed ten years ago on economic grounds, but the building and grounds were acquired by the TBF Housing Association and transformed into a highly successful sheltered housing development - one of a number of such schemes operated by the association for the benefit of active retired teachers.

In addition, the TBF runs three residential homes.

My national council fully appreciate the disappointment caused to so many by the lack of special nursing home accommodation and is currently undertaking an exhaustive study of the whole question.

M D G Bence-Smith's comment that such a venture would require a modest amount of financial support from all teachers is certainly echoed by the TBF. Our task would be a lot easier - and needy colleagues would benefit considerably - if every teacher made a regular contribution to the fund.

G M HERMITAGE  
National Secretary  
Teachers' Benevolent Fund  
Hamilton House  
Mableton Place  
London WC1

## Spot the waffle

Sir - "Development of critical thinking" is forever appearing as one of the aims associated with new syllabuses. Most subjects are supposed to develop it. Why do so many people feel that this should be taught, yet so few teach it explicitly?

Whatever critical skills have been learned in history or physics vanish when the truth of a view actually matters to the pupil. And we teachers can hardly be expected to concentrate on developing these skills when we are desperately finishing a long syllabus. We are reduced to writing "Vague", "Who says?", and "This doesn't follow", in the margin.

In a group of secondary schools, sixth-form pupils are being systematically taught to spot waffle, inadequate evidence, and misleading arguments. Material for topics has been organized into a term's course, centred on a large collection of examples which vary widely in subtlety and subject matter. Pupils have found the course interesting and useful. If any of your readers are interested perhaps they would like to contact me.

PHILIP THONEMANN  
16 Shakespeare Road  
London NW7 4BB

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

## Developing trend

Sir - After nearly 20 years working in and for an Educational Guidance Service, I am surprised, and delighted, to find that, as Vivienne Rivis and Colin Neville wrote (Letters, TES, August 30), educational guidance for adults is suddenly in fashion.

It is easy to overlook the historical background which leads to such fashions, and it is perhaps worth recording that this particular one has come about through years of consideration and promotion by organizations of the standing of UNESCO, the European Bureau for Adult Education, the International Round Table for the Advancement of Counselling, the Association for Recurrent Education, the National Institute for Adult Continuing Education, the Northern Ireland Council of Social Service, and many individuals, especially Diana Ironside of the Ontario Institute for Studies in Education. It would be a great pity if in Britain there should now be competition as to who should be responsible for provision.

I was a careers officer before I entered my present post, and from that perspective should like to endorse the points made by my colleagues in the Bradford Education Advice Service for Adults, especially in relation to the crucial point of the independence of EGASs from the providers of adult education and the importance of their being perceived as independent, and as potential advocates, both by referers and clients.

An increasing number of people using educational guidance services are seeking information about courses and classes which will enhance their daily lives, aid personal development, enable them to cope better with unemployment or redundancy, help their children with their school work, contribute to their community as volunteers in a variety of organizations, or enjoy learning in retirement; none of these things in terms of careers, or jobs, would not therefore consider a careers service as an appropriate agency to turn to. While education and training can obviously facilitate many adults in their careers, most of those coming to EGASs with long term ambitions are some way from formulating their aspirations in terms of employment, and themselves see their current needs as educational.

I would join with my colleagues in asking for a degree of flexibility by other agencies in accepting the development of new services which are specialist, and concerned only with adults and their educational needs.

DOROTHY E EAGLESON  
Organizer, Educational Guidance Service for Adults, Belfast and President, National Association of Educational Guidance Services  
Room 208, Bryson House  
28 Bedford Street  
Belfast



there are such strictures on representation of the human form?

This is not a plea for the widespread creation of voluntary aided Islamic schools, apart from anything else, many of the existing schools are unlikely to meet the necessary criteria, but they do present a range of issues which deserve to be debated within the maintained sector. Failing that they are in danger of being relegated to the sidelines in county schools or of being ignored if existing Muslim schools remain independent. There is, I believe, a strong case for having a small number of voluntary aided Muslim schools within the maintained sector.

HUGH BOULTER  
Director  
World-wide Education Service of the Parents' National Educational Union  
44-50 Osnaburgh Street  
London NW1

# 12 months on . . . few rewards and many misgivings

Sir - Having just completed my probationary year, I await the new term with slightly less enthusiasm than last September. I moved from an office job paying £5,250 to incremental point eight on Scale 1 paying £7,230. A year ago, I thought that was good money; now, I don't. A year in the job has taught me much, mostly that I'm underpaid.

Further, I have a growing sense of isolation when I realize that few are sympathetic to the teacher's lot: aggressive and belligerent parents; a Government whose interest in education is laughable; i.e. a.s which tend to make policies irrespective of what actually happens in their schools; a bewildered, but mostly antagonistic general public and even husbands, wives and family not fully comprehending what it's like at the chalk face. In short, no one understanding what it's like to teach.

Before teaching, I managed transport for two years, often working 10 or 12-hour days. I received constant telephone calls at work and at home with queries and complaints. I thought I knew what stress was until I stood in front of 35 reluctant boys.

## Last words

Sir - Mr Vernon Mills, of Ladybird Books (Letters, September 6), is, I believe, present when Ladybird's chief editor said that the new Puddle Lane scheme represented what had been learned since the appearance of the Key Words Reading Scheme - "an innovation in its day" - in 1964, that she hoped it would enjoy "similar longevity and that Key Words would stay in print 'in the meantime'".

On this basis, I reported in the TES (August 2) that Key Words would continue to be available "for the time being" and, in the next issue, that Puddle Lane was designed "ultimately" to replace it.

Both of these statements are a perfectly fair reflection of Ladybird's own presentation, and if Mr Mills felt the need to issue a correction, he might at least have been more frank about the source of any confusion instead of resorting to unfounded accusations of inaccuracy.

JOHN BALD  
36 Maidenburgh Street  
Colchester  
Essex

## Right to choose

Sir - When parents look for a school in the private sector one factor they take into account is the method of discipline. There is, therefore, no justification to be found in the European Court's ruling for banning the cane in independent schools. Indeed, as your correspondent, Alan Fraser, points out (Letters, August 30), to impose such a ban would be an infringement of parental rights strangely at variance with the present Government's commendable efforts to increase parental influence in schools.

In the maintained sector, it is more difficult. What, however, if the cane could be used only in a school where parents have the opportunity to "opt out" by having a convenient choice of an alternative school where corporal punishment was not used? Local authorities that wished to do so would find it possible to provide such a choice in many areas.

The fact that it would not be possible in all areas need not be crucial. Many aspects of educational provision vary greatly from area to area. Indeed, there are already several counties where the cane is not used because of the philosophy of the education authority.

I am both parent and teacher and there are many like me who feel strongly that the Government should not be deflected from its purpose and steam-rollered into a total ban of the cane. Certainly, if there are, it will be

No one, it seems, will believe that teaching is a stressful job, with demands upon the individual unlike anything else. Consequently, successive governments do not believe the profession merits the financial rewards teachers know it merits.

Increasing social decay means that school, for some youngsters, no longer has the authority nor the importance in their lives that it once could claim. High unemployment, increased nuclear tensions, and rapid technological change are shaping a different generation. Thus it is impossible, even for an ex-teacher because inspector/education officer/ministry to group what teaching is like today; what new pressures staff and school are under.

Standing at the supermarket check-out, I listen to parents sigh with relief at the impending return of their children to school. Obviously, they know the demands of two or three children. Can they - and others like them - not imagine the demands of 1,500?

DUNCAN CURRY  
Bailey Boys' School  
Field Hill  
Bailey, West Yorkshire



against the wishes of the great majority of parents in this country.

JANE TROWBRIDGE  
Prestonbury  
The Long Shoot  
Nuneaton Warwickshire

## Private protection

Sir - Alan Fraser (Letters, August 30), who thinks corporal punishment should be retained in private schools, is only partly informed about the European Court of Human Rights.

It is true that so far all the Court has ruled is that parents should have the right to forbid it on their children. But, as Lord Denning told the House of Lords in the debate which led to the abolitionist vote, "it is 99 to 1 that when the next decision comes from the European Court of Human Rights it will condemn all corporal punishment in schools as being degrading".

Dozens of cases on this point are working their way through Strasbourg's tortuous legal machinery. A punishment is no less degrading just because the child's parents have paid for the privilege of it being administered. In any case, children in private schools are as entitled to protection from beating as their state school counterparts.

MARTIN ROSENBAUM  
Research co-ordinator  
Society of Teachers Opposed to Physical Punishment  
18 Victoria Park Square  
Bethnal Green  
London E2

## Applied science

Sir - In reply to Mr Fred Janes (Letters, September 30), it is my experience that cows are well able to ingest Floribunda and become the sweeter for it.

The criteria necessary for criterion-referenced examinations must come from somewhere. All that norm-referencing gives us a strong indication of what to expect from students at A level. Let us milk the past system to produce a new and better one.

My concern with A level studies is their total lack of practical application: one week after obtaining grade science A levels including physics grade B, a student of mine inflated the tyre of a Mini to over four times its correct pressure. He "did not know that the meter only indicated when the air had ceased to move under pressure." A garage hand with no CSEs would have known that.

DAPHNE DUTTON  
Herontree  
12a Southwood Road  
Cove  
Farnborough  
Hants

## English v. maths

Sir - The articles on comparability of examination grades (TES, August 16) prompt me to reiterate the discrepancy between awards at Ordinary level in English and mathematics.

The percentage of all school-leavers who achieve O level grades A, B, C or CSE grade 1 in English is much greater than the equivalent proportion for mathematics. The figures for 1977, 1978, and 1979 were, respectively, 34.7 per cent, 34.5 and 34.5 in English, compared with 23.9 per cent, 24.6 and 25.6 in mathematics (Mathematics counts, Appendix 1, Table 12).

Unfortunately, paragraphs 146, 197 of the Cuckoo Report ducked the issue. The conclusion should have been that the standard required in English examinations for the award of O level grades A, B, C or CSE grade 1 is too low.

P B CLEMAN  
1 Hazel Close  
Newton Poppleford  
Sudmouth

## Reading errors

Sir - It is surprising how the concept of reading age continues to survive despite its persistent and fashionable questioning - usually by those not directly involved in classroom teaching.

Elaine Goddard-Tame (TES, August 30) like others before her, points out some of its limitations but concedes that it is useful "as a rough indicator in deciding what level of books and written material a child could cope with". Indeed it is, and probably provides more information about a child's general level of reading ability than any other single measure. When a teacher knows little about a child for example, a new admission to the school - such information is valuable and can normally be obtained in less than five minutes.

Reading ages do vary with different tests and different testers but not, perhaps, as enormously as Ms Goddard-Tame implies. Like opinion polls, they have a margin of error and can be affected by subjective factors in the test situation, but they, nevertheless, provide more reliable information than may be otherwise available. Occasionally, again like opinion polls, they are wide of the mark but as polls usually differ from each other by a few percentage points, so reading ages from different tests tend to differ by no more than a few months, particularly at the earlier levels of reading development that is, below a 9 or 10-year level.

The important thing in both cases is not to take the obtained result literally but to treat it as a rough estimate with, in the case of opinion polls, three or four points, and, with reading age, three or four months' margin of error on either side.

As for Ms Goddard-Tame's assertion that it may be easier to progress from a reading age of 9 to 10 than from 6.3 to 6.9, this is like saying that it is easier to progress from a language level of 5 to 8 years than from that of 2 to 3 years.

In both cases, the younger levels represent intensive growth periods in reading and language respectively. By definition, however, the average time taken by average children of 6.25 to reach a reading age of 6.75 is half that taken by average 9-year-olds to reach a reading age of 10. It may be, of course that older backward readers can progress more easily from a 9 to 10-year level than from a 6.3 to 6.9 level - in a similar way that an older child with the language of a 5-year-old can progress more easily to an 8-year language level than can a more seriously retarded child from a 2 to 3-year stage. I suspect that this is what Ms Goddard-Tame means. If so, she expresses it in a misleading way and it contains no adverse reflection on the "reading age" concept.

GEORGE BOOKBINDER  
Educational Psychologist and author of 'The Suffolk Sentence Reading Test'  
Ridgely Road  
Manchester

R P W HINTON  
Youth Tutor  
Frome College  
Somerset

## Safe keeping

Sir - Recent publicity over the Land's End tragedy has brought school visits into the public eye. I would fully concur with Mr Doreen Pepperell's recommendations (TES, August 2) but would add further comment.

1 There, but for the grace of God, go many teachers.

2 My own long experience suggests that the size of school parties should be regulated to a number that can interrelate as a homogeneous group. Less tendency for children to wander off in peer groups will be experienced, therefore supervision will be easier.

3 The motivations of all the supervising adults should be questioned - there is no rest - they are on 24-hour duty and should not expect "time off". The staff must be prepared to live and interact with the group throughout their stay. They should want to be in the company of their charges.

4 Safety is not a matter of creating a

barbed wire fence of instructions and rules. Children will, by nature, challenge that fence. Frequently the most exciting activity, particularly for boys, is in flouting rules and authority. It is not enough to expect children, even sixth-formers, to obey instructions. Safety is a matter for education and should be seen as an integral part of the venture. An understanding of potential danger is the best safeguard. Adventure is a valuable education medium but misadventure, both physical and psychological, is not far away.

The safe person prevents accidents before they happen, but never has the belief that "it will never happen to me" - if anything, just the opposite attitude will prevent most accidents if not taken to the point of claustrophobia.

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## Assessing relevance

PETER CUNNINGHAM

Mary West questioned the relevance of "recent but relevant" school experience for college and university lecturers (Talkback, TES, July 12). Colin Lacey had earlier put some serious and some silly arguments against this CATE criterion (Platform, TES, April 19). I am now assessing the relevance of my recent year in a primary school. The relevance I found may not conform to mechanistic notions which seem to underlie CATE criteria.

First there was the enormous intellectual stimulus of working with upper juniors. Research demands made by validating bodies have forced us continually to refer to our narrow specialisms. Higher degrees and articles published are the proof that we are worthy of teaching courses of higher education. Imagine then the sheer liberation

## Policy for parents

JOAN CROUCH

Increasing parents' involvement in their children's education requires the education of teachers as much as parents if the barriers between home and school are to be breached. That is my conclusion after studying two Oxfordshire primary schools pioneering parental involvement.

While on secondment to Oxford University I observed the efforts to involve parents in both schools and interviewed all the teachers, and 10 of the most actively involved parents, from each school.

In both cases, efforts to involve the local community centred on activities within the school buildings: little atten-

with which I could now turn to geography which had dropped out of my own formal curriculum at age 14 and to astronomy which I had never studied at all.

Intellectual stimulus came too from the children themselves. Trainee teachers come from the upper echelons of the ability range, have successfully negotiated the hurdles of reading, writing and formal examination, have learned the right codes and passwords. All sorts of assumptions by teachers and taught are shared and go unchallenged.

Not so the nines and tens. "Why should I do maths?" is just the sort of question to regenerate my passion for educational theory. Then finally, as monks know who till the soil between their studies of holy writ, there is no better foil to contemplative life than a subtle balance of physical activity.

Mental reflection is simply enhanced by the occasional period of country dancing or cleaning sinks.

Of course that's not the whole story, because then there's the question of time. Preparing for May Day, planning the dances and recording the tapes, or sorting out some of the mess which a wet area is bound to create, all of this

was paid to learning that went on in the home or elsewhere. One school was, however, starting a policy of visiting the homes of new pupils in the term before entering school.

Neither school had made use of the results of work in the much-publicized Haringey, Belfield and Hackney projects on parental involvement in home reading. Both concentrated on such activities as parents' assemblies and interviews, toy libraries, parental help in the classroom and adult education and social activities at school.

What parents appreciated most were activities that involved working alongside children or learning about children's progress and work. Indeed, important among the motives of many parents in becoming involved in this way was an attempt to understand their children's learning. Parents said they found this the most satisfactory means of gaining information. There was very little parent hostility to the idea of teachers visiting their homes to discuss their children.

However, I found that even these parents felt the usual inhibitions about approaching teachers to discuss their children. While teachers considered themselves easily approachable, parents complained of a lack of information on such matters as how their children were being taught to read.

Both teachers and parents regarded discussion of individual children, apart from at formal parents' evenings, as something that took place only in a crisis, or when the child had major difficulties. It is perhaps significant that while parents' evenings were the best attended parental activities, they were the least well regarded, among both parents and teachers.

Neither of the schools I studied had a coordinated policy on parental involvement; they had never discussed it as a major item at staff meetings. Consequently teachers had had no opportunity to share their own ideas and feelings before they found themselves talking with parents. Such an opportunity could provide mutual sup-

cuts heavily into the time available for reading recent research or for going on courses.

Part of my obligation at college is to read, digest and translate the documentation that pours out from official sources and from research bodies, and how essential much of this seems to be for the professionally aware teacher. Back in school, having given my best energy and attention to the children for at least six hours and having followed that with monitoring preparation, it takes as much cerebral energy as I've got left to read the *Daily Mirror*.

In college I plan exciting programmes of in-service courses, and take the trouble to teach these in the early evening. Now I realize why some teachers do not respond as I might wish to my careful preparation and enthusiastic presentation.

Instead of sending my orders for teaching materials through the library or the resources office, I had to scour local shops and museums for materials to enrich my curriculum and teaching methods. Nor could I forward the bill to the college bursar. There was little point in claiming from the head for reimbursement from a capitation fee

of less than £20 per child per annum, since all of that is required for basic materials.

In fact precious hours that might have been given to monitoring, preparation or self-development were spent in helping to organize the barn-dances, fairs and sales that are required to afford some of the most essential facilities such as a new maths scheme. So perhaps the most relevant aspect of my experience was a heightened awareness of the chronic under-resourcing of education and how much more this hits schools and teachers than colleges and lecturers.

The outcome of CATE exchanges and secondments could be more political than pedagogic. It could unify the teaching profession in a demand for more resources, for a fairer distribution of resources, and for better conditions of service for schoolteachers taking account of the true professionalism involved in teaching.

Lecturers with strings of higher degrees and academic credentials could reassert in the face of wilful public ignorance that teaching is much more than simple child-minding with short hours and long holidays. In practice, rather than narrowing the gulf which exists between the two sectors of education, they are more likely to return to HE with a sense of awe, even bewilderment, but relief at being back on the right side.

Peter Cunningham is a lecturer at Westminster College, Oxford.



of less than £20 per child per annum, since all of that is required for basic materials.

In fact precious hours that might have been given to monitoring, preparation or self-development were spent in helping to organize the barn-dances, fairs and sales that are required to

afford some of the most essential facilities such as a new maths scheme. So perhaps the most relevant aspect of my experience was a heightened awareness of the chronic under-resourcing of education and how much more this hits schools and teachers than colleges and lecturers.

The outcome of CATE exchanges and secondments could be more political than pedagogic. It could unify the teaching profession in a demand for more resources, for a fairer distribution of resources, and for better conditions of service for schoolteachers taking account of the true professionalism involved in teaching.

Lecturers with strings of higher degrees and academic credentials could reassert in the face of wilful public ignorance that teaching is much more than simple child-minding with short hours and long holidays. In practice, rather than narrowing the gulf which exists between the two sectors of education, they are more likely to return to HE with a sense of awe, even bewilderment, but relief at being back on the right side.

Peter Cunningham is a lecturer at Westminster College, Oxford.

autonomy of schools within an authority and of individual teachers within a school inhibits authorities and heads from adopting a more directive approach.

Finally, my study showed that primary schools, in their efforts to involve parents in their children's education, could make use of the skills of adult education and provide the adult education service with opportunities to extend continuing education for adults. In recent years adult education workers have been exploring informal methods of communication and breaking down institutional barriers and inhibitions. Toy libraries organized as part of adult education located in primary schools, but accessible to mothers of children under five, are a good example of both. But these again require cooperation between different institutions and different sectors within an authority.

Joan Crouch is temporary adviser for community education in Oxfordshire.

## FEATURES

Susannah Kirkman visits the 18 pupil Small School in Devon.



# The size of things to come?

Small is beautiful in education as well as in economics, according to the founders of an 18-pupil secondary school in Hartland, Devon. Large comprehensives cannot provide sufficient individual attention and create big-city problems even in small country towns, argues Satish Kumar, the driving force behind the Small School. He believes busing village children to large schools is uneconomic and that vandalism, truancy and shoplifting are the expensive results.

A Gandhian who once walked round the world as a demonstration for peace, Satish Kumar, now organizes the Schumacher Society - dedicated to implementing the ideas of the late Fritz Schumacher. Mr Kumar started the school two years ago to provide an alternative to the 1,800-pupil comprehensive in Bideford, 15 miles away for his son, Mukti, and the other village children. Hartland's own secondary school closed 25 years ago.

A few Small School pupils have tried large comprehensives and found them daunting. One 14-year-old, Billy Jewell, a local farmer's son, claimed, "It was so big, no one knew who you were, and it could take 15 minutes to get from one lesson to another."

"Here you can pick out your own timetable and take your whole work-life in your hands."

The curriculum at the Small School is jointly decided by parents, teachers and children. All the pupils must take English, maths and PE, and share in cleaning the building and cooking the vegetarian school lunch. But they are encouraged to develop their own interests and learn things which will be useful to them. Billy Jewell is taking extra maths, his favourite subject, and animal biology, which he thinks will help with his farm work.

Fifteen-year-old Stephen Partridge is learning book keeping, so that he can help his father, a farmer and agricultural contractor. Stephen already balances the school's books, as well as experimenting with different planting methods in the school's new vegetable garden.

Maggie Agg, who teaches science, is convinced that though the school is small the curriculum is not hampered by lack of facilities. The Small School, which is a converted Methodist chapel, has its own tiny but well-fitted lab.

As well as chemistry and biology, the pupils are doing a general ecology course covering coastal, heathland, rocky shore and wetland areas. Hartland is only three miles from the dramatic North Devon coast and within striking distance of Dartmoor and Exmoor.

Physics and craft, design and technology are taught by a former design engineer, who now runs a smallholding and works as an electrician.

"We think it's important that children are taught by people who actually earn a living from

the skills they teach. It gives them more authority," Maggie Agg explained.

Satish Kumar believes learning from self-employed people teaches the pupils self-reliance. "They learn that jobs don't necessarily have to be given by someone else, but they can generate their own."

A few of the pupils are learning how to make cheese and ice-cream at a local dairy, and pottery is taught by a professional potter.

The curriculum is enriched by visitors who are prepared to share their knowledge and enthusiasm. A history lecturer spent a morning teaching the children about pre-historic agriculture; the Iron Age seeds he brought with him were later planted in the garden. An Indian yogi demonstrated breathing exercises for meditation and a pipe-maker showed the pupils how to make bamboo pipes.

The school aims at an inter-disciplinary approach to learning. "If we want our children to have an integrated and holistic personality, we need to teach them in an integrated way," said Satish Kumar. In their pottery classes, the children learn about the history of the craft, the chemistry of glazing clay and how to weigh and measure it. They have also built two kilns themselves to fire their pots.

Colin Hodgetts, the headteacher, admits that the wide ability range of the pupils causes a few problems. One boy was considered to be Winchester scholarship material by a local authority inspector, but some of the children are unlikely to

take any public exams. Most of the 14 and 15-year-olds have rejected the academic approach, but Colin Hodgetts hopes that many of the younger children will take GCSE when they are old enough. The school, however, is based on the belief that learning how to make a living and to get on with others is more important than passing exams.

Colin Hodgetts has not always been a teacher. After several years teaching music and RE at two inner London comprehensives, he worked for Save the Children and Christian Action, helping to resettle refugees. He too is a practical person and is building his own house just outside Hartland.

He said Hartland's excellent pupil-teacher ratio - three full-time teachers and five part-timers for the 18 pupils - allows children enough individual attention to work at their own pace, and to plan programmes which suit their interests and needs.

The small numbers also make it easier for teachers to tackle sensitive and potentially disturbing issues. To commemorate VE day, pupils watched film of Belsen, and looked at original material from a nutritionist who was sent to treat newly-liberated Belsen inmates.

"Worries about what they had seen surfaced weeks later," Colin Hodgetts explained.

The relaxed, yet mutually-respectful, relationship between teachers and pupils was another advantage of the school's size. Teachers are known by their first names, but staff and pupils share a clear idea of what counts as acceptable

behaviour.

"Heads should make the school style clear, and all teachers should stick to it," Mr Hodgetts said. At the Small School there is no need for a bell to mark the start of the afternoon session. The children began their work without being told.

On a recent visit to the school, HM Inspectorate were particularly impressed with the unity and commitment of the staff, and with the quality of the school building and its resources. They were less happy with pupils' written work, and as a result, teachers are to make more written comments on children's work, and to encourage them to redraft what they have written.

Most parents seem more than satisfied with the school and enthusiastic about the way it is run. "You're involved as a parent, not excluded," commented Richard Gwynn, a freelance journalist with two children at the school.

"The school transformed my son from a self-conscious young man to someone who can cope with life," said Rita Clark, a local farmer's wife whose 16-year-old son, Patrick, left the Small School at Easter.

Patrick was "exceedingly unhappy" at his previous school and had begun to truant. At the Small School, he was able to develop his interests in forestry and conservation, as well as learning how to re-tile roofs. He is now keen to re-roof derelict piggeries on the farm and wants to improve 70 acres of woodland.

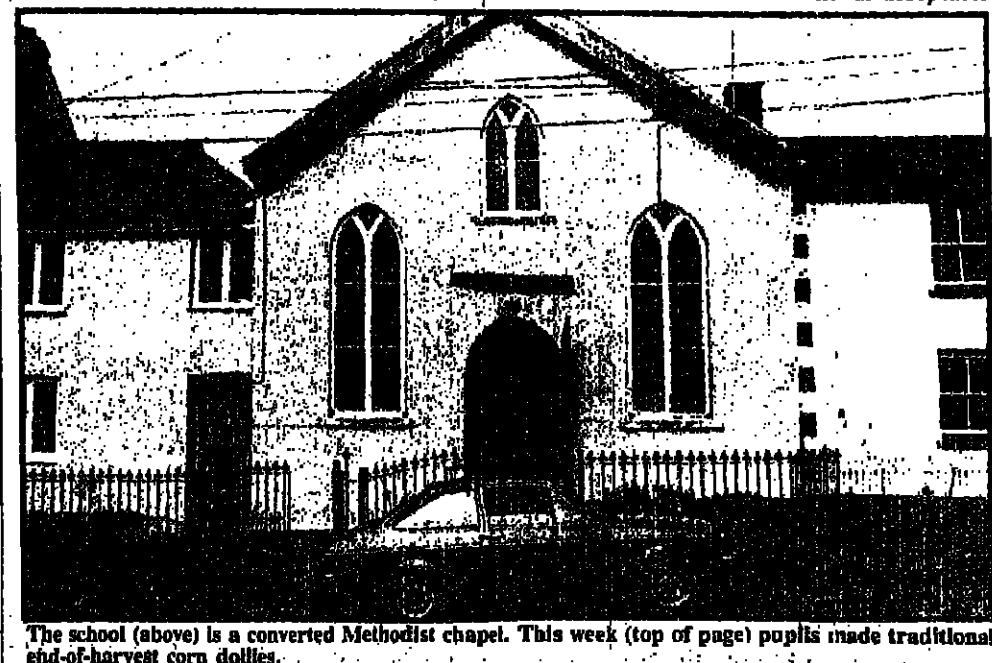
If parents cannot afford the £300 annual fees, they are encouraged to pay in kind. One family supplied the school with firewood for the winter, while the milk for the children's mid-morning break comes from one family's cow.

To date, the school has raised £100,000 to pay for equipment, teachers, and converting the chapel buildings, which are owned by shareholders. Most of that money has come from charitable trusts like the Gullbenkian.

Satish Kumar is adamant that he does not want to create another independent fee-paying school. He aims to persuade the Government to fund alternative schools as in the Netherlands and Denmark, where parents get up to 80 per cent government funding if they start their own schools. He believes the school's commitment to self-reliance and vocationalism is in tune with Sir Keith Joseph's own views.

"We're trying to harness the widespread unease about education and to tell people that they don't have to wait for the next dilapidated from the DES - it's up to them to initiate change."

The supporters of the Small School are planning a national conference on "human-scale" education next year to bring together the reformers and the educational establishment. On the agenda are state funding for alternative schools, a bigger role for the community in running schools and, of course, size.



The school (above) is a converted Methodist chapel. This week (top of page) pupils made traditional end-of-harvest corn dollies.

## Dogged by disaster

ANONYMOUS

Ahead of me my friend lumbered on through the school gate. I dare not catch him, lest he should ask me the fatal question: "What did you get in your English O level?" I followed him dodging his occasional glances back for me.

In class no-one mentioned results. I was the victim of psychological torment and finally had to ask what everyone got. The majority got A, I foolishly boasted that I got less than a B so as not to tarnish my reputation.

## A day with Islam

KEITH RONSON & JACK PRIESTLEY

An Islamic Day at a comprehensive school in South Devon, involving a whole school year, sounds just the sort of thing the Swann Report was advocating.

The idea germinated in the Spring Term. RE staff had begun a project on Islam with all the second years at King Edward VI School, Totnes. But the subject seemed remote.

PGCE students on teaching practice from the Exeter University School of Education, all with degrees in some aspect of religious studies and some particularly specialized in Islam, provided extra help.

But pupils were still going to get a non-Muslim view of Islam. The missing ingredient was the presence of practising Muslims.

They came in the end from a technical college in Torquay where they were engaged in a basic English language course. Our link there was a school parent whose own interest was aroused during a parents' evening.



I then had to face the examination officer. He knew my result. He sarcastically discussed my disappointing grade with me. I had to face his patronizing comments on my own. I survived the morning session without disclosing my grade. I did not

realize, that, sooner or later, I would have to tell the whole truth. As lunchtime sped to its conclusion, the results were broadcast by our head of year. I have never had a ten minutes like the bedlam that followed the announcement - sharp ridicule, snig-

gling and piercing comments. My confidence, ego and wit were at their lowest as I found it hard to speak without making grammatical errors. The final lesson was English. I had never dreaded going to a lesson before. The teacher spoke of the high grades achieved although there were three exceptions. I sank in my chair, as my friends hid their laughter under a masked look of concern. I dare not look up for I knew what I would see. At that moment, I must have looked like a dog looks to its master when it knows it has made a mistake.

I pray to god that in the wake of my new results, I do not gnaw away at someone's confidence by curt comments. I also pray that teachers do not act as insensitively. I must ask, what price is a human being's confidence?

The author is 16 years old and took English O level a year early.

place. Some of the questions asked by children were forthright but there was no embarrassment and forthright answers given in return. A small group of Muslims were more than prepared to show how they prayed. Asking in return how Devon children prayed provoked some interesting reactions.

One day is a small allocation but our guess is that it was a day which will be remembered. Can we develop the idea? We would like to and the enthusiasm is there - but so are the cuts. The RE department is to be reduced from three to two, next year and only half of the pupils who want to do the subject for fourth and fifth year options can be accommodated.

The Swann Report may argue that RE is such an obviously central subject within the concept of *Education for All* that it needs no defending by law but our experience would seem to indicate that Swann's major proposals also well need more than rational argument to ensure their implementation.

Our Islamic day probably has not increased pupils' job skills or done much to ensure profitability. Unless, of course, it has helped prevent some, otherwise future riot or piece of racial tension. But how do we evaluate that?

Keith Ronson is head of RE at King Edward VI School, Totnes. Jack Priestley is a lecturer in education at Exeter University.

social social interaction and wondering why racial intolerance exists.

The video group was allocated use of the games room. Yemeni and Indonesian students discussed with Devon children the Videotext tape on Islam while eating the pool and table tennis tables. It was hard to know which was the more anxious to get to cues, bats and balls at the end of each session. It was equally difficult to know which was the more educational activity in terms of breaking down racial and cultural barriers.

Meanwhile, in the school hall another group was dramatizing the whole notion of pilgrimage based on the Haj, encouraged by those who had been to Mecca. Other groups were involved in creating wall displays of Islamic art, the place of prayer and some basic study of the Koran. Students, some of whom began with diffidence at the presence of Muslim adults, were quickly exchanging notes and ideas, and were noticeably excited as some of the pupils discovered that their theoretical learning was proving to be true in practice.

Team teaching became the order of the day with a great deal of movement between rooms.

The art work, drama and level of discussion far exceeded our expectations but, in the event, was really a side issue. The real value of the day lay in the genuine interchanges that took

place. Some of the questions asked by children were forthright but there was no embarrassment and forthright answers given in return. A small group of Muslims were more than prepared to show how they prayed. Asking in return how Devon children prayed provoked some interesting reactions.

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# The middle ages

As more schools find themselves with empty classrooms, Graham Williamson argues that it is time to rethink the ages and stages of British schooling.

Her Majesty's Inspectors' latest survey on Education 8 to 12 in combined and middle schools, read with the earlier surveys on 9 to 13 middle schools and first schools provide a mass of fascinating comment on one of the most controversial developments in English education since the 1944 Education Act. They also provide, more frankly than anywhere else, some insights into how HMI go about their business of inspecting schools.

These reports are not research in any conventional sense. They neither prove nor disprove hypotheses. Neither are they action research in the sense of research intent on improving present practice. They are considered opinions of wise and experienced men and women who, in limited time, systematically look at selected samples of schools across the country.

The comprehensive system brought in schools for children of a similar age; schools with different organizations and schools with an upper starting age of 12 or 13 – all of which invite comparisons. But these comparisons have not always been possible. No survey of 13-plus schools has been undertaken and the work that has been done on other schools, does not invite easy comparison. This has reduced the usefulness of these surveys and at the same time left middle schools both exposed to criticisms implied in the reports and unable to cite comparisons with other kinds of schools – probably equally bad in parts – but without the "benefits" of HMI reports, assumed to be good.

The reports produce a mixed picture of a sample of our schools after ten years or so of active life. Socially, there can be little doubt that they are outstanding. Even the cautious prose of the inspectorate and a tendency to concentrate on the details of curriculum and organization cannot conceal this. In the 9 to 13 schools it was reported that: "In almost all the schools visited, children's behaviour was judged to be good or very good. The general picture which emerged from the survey was of relaxed and orderly communities in which teachers were friendly and consistent in their dealing with pupils and where children responded with friendliness and respect towards their fellow pupils, members of staff and other adults".

The 8 to 12 report similarly comments: "Schools were generally successful in creating working relationships and in achieving high standards of behaviour. The behaviour of children towards one another and towards teachers was good in almost all the schools...".

Though it does add a note of caution, which

could probably apply to all our schools, when it goes on to say: "... where poor behaviour occurred, it was usually associated with the slow pace of work which led to boredom and poor work habits."

The conduct of the curriculum and the management and organization of these schools is commented upon in some detail. The picture that emerges is one of small staffs, working on tight margins, doing their best to offer a broad and interesting curriculum in increasingly straitened circumstances. The 9 to 13 schools, deemed secondary and generally larger, make a somewhat better job of it than their poorer relations in the 8 to 12 schools. Both kinds of schools work better when they are competently led, when their work is based upon sound schemes of work and when they are comparatively generously resourced. The authors even go so far in the 8 to 12 report as to claim: "Overall, there was a statistically significant association between higher standards of work in the survey schools and better quality and greater quantity of material resources".

Both reports call for more and better in-service education for the teachers. That is something which has been in conspicuously short supply ever since middle schools were invented and which teacher training institutions are cautious of offering to what many of them regard as an endangered species.

The middle schools were born when the school population was rising and when following the strictures of circular 10/65 – local authorities were obliged to prepare plans for going comprehensive. In many places systems including middle schools were an economic way to these ends. Eight to twelve schools were attractive since, being deemed primary, they were cheaper and they had the accolade of being cautiously favoured by the authors of the Plowden Report.

Their short history has hardly been encouraging. Planned for expansion, almost from their beginning most of them have been coping with falling rolls. Many fell foul of local government reorganization in 1974 when perfectly logical systems of organization were married to other, equally logical, but different systems. Some of these partnerships have proved clumsy and unworkable. Throughout their short lives they have been subject to increasing economic pressure. Schools which were designed to be cheap in the first place have the least fat to shed in times of famine.

Most recently, secondary schools just beginning to feel the effect of falling rolls, are beginning to look at middle schools with an obscene greed, seeing them as a source or



'First schools can be economic and effective even when they are quite small'

children on earth to make up numbers.

If we have any concern for the children at all, we should now stop, take a deep breath and think hard about how we allocate children to schools and how we share the resources – particularly teachers – between them. It is high time we thought seriously about the ages at which we transfer children from school to school and what kind of teachers and in what quantity we need in each stage. The age of eleven in particular is very questionable. It was instigated originally to allow three years of secondary education up to the age of fourteen. Nowadays most of our children continue their education or training beyond sixteen. If anything, fourteen is emerging once again as a natural turning point in children's careers.

The middle schools have done an invaluable service. They have focussed our attention on children in their middle years and established that comparatively small schools can be congenial places for staff and children to work in together. They have successfully challenged the assumptions that eleven is the "natural" age to change school. The HMI surveys have done a useful job in reminding us that, in middle schools at least, local authorities get what they pay for.

Reasonably staffed, adequately resourced schools where competent head teachers lead teachers who plan and monitor their work effectively, often as the result of sound in-service training, get the best results. Schools where these things do not happen are exposed as inadequate as are schools that authorities have allowed to become too small by dodging the issues of closure and amalgamation.

The surveys offer no evidence (and they take pains to say so) that going back to eleven plus would improve our schools or make them worse. Neither can they be used as evidence that upper

schools depleted by falling rolls would be in any way improved by the addition of two years worth of younger children.

Rethinking the ordering of our school system is a difficult process. It is made no easier by the thinking habits of a lifetime and the ways that English teachers have of becoming passionate advocates of whatever parts of the system their training or outrageous fortune fitted them for.

We tend also to revere the well-established and deprecate the efforts of anyone with new ideas we dismiss as brash and idealistic. Even long passed patterns of organization are invested with the glow of nostalgia.

These are dangerous tendencies when faced with changed circumstances. Problem recognition becomes our first problem. English schools, set in their separate ways, will take some effort to be persuaded that times have changed and the organizational systems that have served them well for up to half a century are no longer appropriate.

We could do worse than follow Japanese industrial experience where, it is reported, much time is willingly devoted to examining problems and priorities by management and workers. Only when they agree on what the problems are, do they move with their famous rapidity towards solutions.

The changes are obvious. We now have less children staying at school for longer. Their employment prospects are more limited and likely to remain so. Most will move on from school to government sponsored schemes euphemistically titled "job creation", "youth opportunities", "pre-vocational education". Experience with these schemes seems increasingly to convince their sponsors that the best time to start is around fourteen. The schools cheerfully accept their case not least because they are usually backed by that most persuasive of all educational arguments – hard cash.

At the same time that great sacred cow of English education, the O level exam is, at last, challengeable. Only a few passes are needed (together with the appropriate A's) for university entrance. A fistful of O level certificates is no longer a passport to a job and it is certainly no longer a dreadful ordeal at 16. Neither 11 nor 16 are essential turning points. We are at liberty to rethink an organization from scratch.

All this concern with later years of schooling diverts our attention from the beginning of schooling. It is here that we would be wise to begin. The one incontrovertible factor in the first charges involving middle schools is that the first schools that preceded them are successful. They are not complained about by teachers, parents or pupils.

Adding a year or two to infant schooling does what it was intended to do – allow a consolidation of the basic educational purposes of these schools and avoids too early transfer just when the children are settling in.

First schools have to lead children from the relatively simple social life of home and family towards a more complex world. At the same time they must teach children to read, write and communicate effectively in words and numbers. They do this best in classes under the control of one teacher for most of the time. In consequence first schools can be effective and economic even when they are quite small. This has the enormous

additional social advantage of such schools being within easy reach of home and parents.

From about the age of eight, earlier for some and later for others, children need to be able to exploit their skills and to be introduced to a range of ways of looking at the world that we call the curriculum. Increasingly they need to develop their skills and HMI repeatedly tell us, they do so best in the company of teachers expert and enthusiastic in particular areas. There needs to be a group of teachers in their school whose interests and skills cover a range broad enough for students to eventually develop their own capacities and eventually their careers. Schools geared to attain these ends will need to be considerably larger than first schools but need not be anywhere near as large as many of our secondary comprehensive schools. Somewhere near six hundred pupils would probably make one viable.

Such schools exist in many parts of the world under a bewildering variety of titles – intermediate, junior high, *scuola media*, preparatory middle... Only in England has their viability been challenged on economic grounds. This is because they were planned to be cheap and, having contracted rather than expanded, they have not turned out to be as cheap as was expected. There is a case for a school for children in their middle years but it will not be the same as the small, starveling, middle schools that we have experimented with in England.

In later stages of schooling, children increasingly move towards the exploitation of their education for some purpose. This demands diversity of provision and expensive support services for vocational training. This can be achieved in a number of ways, the extremes of which are single large comprehensive units or a range of schools with different purposes such as they have in Holland. It becomes increasingly difficult to draw any clear dividing line between the activities of such schools and those of parallel institutions such as tertiary and technical colleges. It is even more difficult to justify the continued existence of that most exclusive, expensive and characteristically English anomaly – the sixth form.

How we organise this tertiary phase is a matter for decisions made in the light of local circumstances. Only a naive observer would believe that the decision making process did not have political overtones. But a school, a series of schools or a tertiary college catering for the age range 14-plus is a serious and viable proposition.

There are therefore, arguably, three distinctive phases in our schooling system which are determined by what goes on within them and not by the examinations that take place between them. We would do well to recognize this and plan our future accordingly.

The last time we reorganized our education system in the 1960's we were bedevilled by economic problems and by the fact that a rising school population forced us to use all our existing school buildings as economically as possible. Today our economic problems seem as great as ever but we have not the same pressures on building space. We can plan with less pressure, use the space most needed, close and sell-off what we do not want and, to an extent, ease our economic problems.

The argument here is for three phases of schooling characterized by what goes on within them. Children could move from phase to phase when they were ready and capable of benefiting from the next stage. Most might move at eight or nine and 13 or 14. The schools in each stage would have sufficient staff, appropriately qualified, supported by adequate resources to function effectively and economically. In most areas very many small first schools would be succeeded by a smaller number of junior high schools with about five or six hundred pupils each. These, in turn would feed fewer but larger tertiary units or a network of schools with special purposes.

The system is logical but not so tidy-minded as to preclude local variants. It would dispense once and for all with the awful divide at eleven-plus where children are pitched suddenly from small junior schools into unnecessarily vast comprehensive units. It would do away also with the even more awful economic divide between our cheap and cheerful primary schools and their vastly more expensive secondary counterparts. It would share the resources out more purposefully and concentrate school's attention on their internal purposes and their children rather than the ends of external examinations.

If all this seems like a complex plan for the preservation of middle schools – it is. But it is not a plan to preserve middle schools as they are. At present they are too small and they are under-resourced. Left as they are they will wither and die. This would be a tragedy. We have learnt a great deal from them, they should go for growth and so make a real contribution to our educational future.

Graham Williamson is a senior teacher at Bradford & Ilkley Community College and secretary of the Middle Years Research Group.

view of education which conforms to that of the present Government.

Schools are seen as educating the child to fit society and its "needs", or at least those (strictly economic) needs approved by the Government. The wider educational challenge of responding to and promoting the needs of the child amidst the complexities of late 20th century British society are all subsumed within this main aim.

From the outset, the curious juxtaposition of DES functional "aims" and the more liberal "goals" of the Warnock Report in the introduction typify the ambivalence and lack of clarity which characterize the whole document. Despite examples of raw primary practice – scribbles

additional social advantage of such schools being within easy reach of home and parents.

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# Review

D H Lawrence: *Life Into Art*. By Keith Sagar. Viking £14.95. 0 670 80164 X. Penguin £6.95. 0 14 008105 4.  
 Lawrence's Men and Women. By Sheila MacLeod. Heinemann £12.95. 0 434 44031 0.  
 Flame Into Being: The Life and Work of D H Lawrence. By Anthony Burgess. Heinemann £9.95. 0 434 09818 3.

Everyone remembers what they were doing when John Kennedy died. Likewise, and with much the same intensity, many will remember what they were reading through the latter half of 1960. For that was when *Lady Chatterley's Lover* – "complete and unexpurgated" – finally got the nod in the courts, and whether or not you joined the two million who rushed to buy the duly vindicated Penguin edition, the range of what was acceptable and available in fiction widened from that moment.

The rate of change in taste has been remarkable. It is now Lawrence's centenary, hard enough to believe; Penguin, the first serious paperback imprint in Britain to win a mass market, are 50; in the 25 years since *Regina vs Penguin Books* we had, very quickly, *Last Exit to Brooklyn*, *Portnoy's Complaint* and *The Naked Lunch*, and are back again, full circle, with *Lace* and Jackie Collins, to altogether thinner stuff.

For many who queued for the new edition of Lawrence's most notorious book, it was, like the decade that followed, disappointing: full of little local shocks (like those four letter words) but scarcely as shocking as anticipated or hoped; promising much, delivering less; outwardly permissive and liberated, actually strangely moralistic and puritanical. *Lady Chatterley's Lover* was without question a tract for the times.

Lawrence's impact did not start in 1960. By then he had been dead three decades and as many generations of young people had gone through with him the agonies of adolescence, first sex and the old, half-hearted combats with mother and father. Lawrence is the novelist of adolescence; Anthony Burgess quotes Richard Aldington's assertion that just as Joyce is about being, Lawrence is about becoming. In contrast to Paul Morel, later heroes like Holden Caulfield or Alex Portnoy are middle-aged regressives. In the psychodynamics of literary appreciation "Lawrence" seems a phrase as strictly determined as anything in the Freudian canon: oral, anal, Oedipal, phallic, Lawrence and (he and we might hope) maturely genital.

Such is Lawrence's grip on the rhythms of life that criticism of him as often as not takes on an autobiographical edge. Sheila MacLeod, the daughter of enthusiastic Lawrenceans (in taste if not in moral manner), came to the novelist in 1955 or so – pre-*Chatterley* – "a pre-adolescent teenage girl" disturbingly confronted by the lineaments of a mystery. In adolescence, the adult world is more baffling than from the secure perspective of childhood and the rate of its approach generates a whole Doppler effect of confusions and misgivings. It is these anxious revelations and realizations that form the basis of the argument to follow.

Anthony Burgess has long been an adept literary gatecrasher, eager to be photographed with the famous. On the strength of his Lancashire Catholicism, he claimed special insight into the mind of John Lennon; Irish roots made him a Joycean. The logic is about as sound as claiming that a taste for curry and a Ravi Shankar record make you the ideal Salman Rushdie reviewer. Young Bert Lawrence was brought up close enough to Derbyshire to have had something like the same northern dialect as the Burgess: "as a child I was called 'mardare', and so apparently was he". The small wordism is most strained in his introduction where he claims a more fulsome kinship: "In old age I wake up with surprise to find myself in the situation that Lawrence chose in his youth – namely that of a British writer in exile (married, incidentally, to a foreign aristocrat), who feels more at home by the Mediterranean than by the Thames or Irwell".

This is stretching it to the point of bad taste. Lawrence's life, as Keith Sagar's previous biographical work has shown, was constrained by the kind of poverty that makes "choice" an ironic term. (Burgess has, of course, shared and survived Lawrence's long-term ill-health, but laughably makes no play on that.) And there was nothing incidental about Lawrence's marriage. His relationship with Frieda von Richthofen was painfully replaced by his mother as the hidden second author of the books. Sheila MacLeod's account is clear-sighted about the sexual basis of his writing, not just his subject matter. Bravely – for it will win her no plaudits from the feminist

## Dark gods

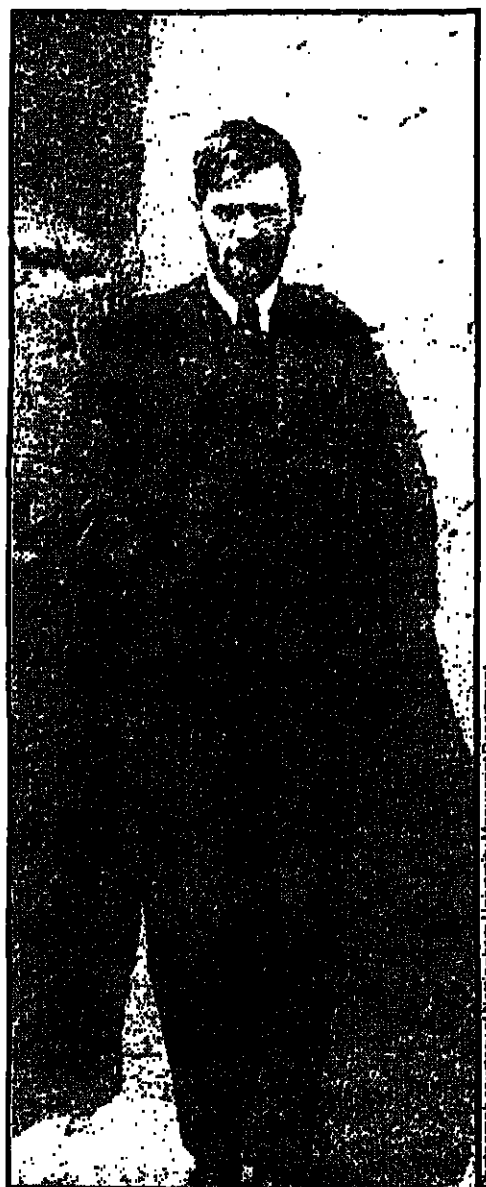
Brian Morton celebrates the centenary of our greatest novelist of adolescence

critics – she defends Norman Mailer's much maligned definition of Lawrence and aims a well-placed kick at the absurdities of Kate Millett's attack. It is pointless to ignore or to blacken Lawrence's sexual feelings; rarely – Edwin and Willa Muir provide one comparable example – can a marriage have so determined a literary career as did his and Frieda's and the rhythms of sex and marriage are central to his mind and art.

The relationship between that mind and the work that survives it is the great riddle of Lawrence's reputation. Pushing the autobiographical-confessional device a forgivable step further, Burgess admits to having undertaken his study, not as a piece of formal literary criticism but as a means of tracing the impact of Lawrence's work "on a temperament which, like his, was driven to literature". Again we need to assume that the driving force was rather different; what is interesting, and what emerges strongly in all these studies is the extent to which Lawrence, in all essence the most unliturgical of all men, should have become the most obsessively writerly of all modern authors and should have created successively and with so little consistency such a range of styles – epic and literary (in the negative sense), writing that is good, bad and frankly dreadful.

Formally, Lawrence seems untouched by modernism. Only in content and in mood does he belong to the century. To adapt Eliot on James (and in the process overturn Burgess's own adaptation of the saying), Lawrence had a mind so crudely responsive as to be violated minute by minute by some idea or other. Yet if violation it was, it was of that rarefied, 18th century novel sort that hardly amounts to trauma. Ideas passed through him like neutrinos, leaving far less trace and damage than with most writers; that is one reason why Lawrence is a bad model to emulate. He rewrote obsessively, not to hone and polish his prose, but to accommodate yet more variations of ideas. He was a man who lived his life, in the most literal sense, on paper, as if it were a work in progress; the end result was not to be a finely chiselled oeuvre, nor a system, but a man.

Keith Sagar has already written a biography and a critical study of Lawrence. Throughout both, he recognized that a third volume would be inevitable in order to bring together the canonical, printed texts and the life into a coherent picture; this involves in large part a detailed examination of drafts, letters, the relation of one text to another and to its own early versions. We



D. H. Lawrence at Santa Fe, New Mexico, 1922.

see *Sons and Lovers* emerge out of *Paul Morel* (its unpublished draft), *Women in Love* and *The Rainbow* from *The Sisters or The Wedding Ring or Dies Irae or Noah's Ark*. *The Last Girl* from the fragmentary *Insurrection of Miss Houghton*. (Penguin readers have been able for some time to read the successive versions of *Lady Chatterley's Lover*; the "final" text only makes sense in terms of its growth so these early texts are not just for scholars or dilettantes.) And then, there are the unwritten projects such as *Scargill Street*, which would have made a good "missing masterpiece" to turn up in 1985; last year, instead, we had the important *Mr Noon*.

Sagar's book makes tough going for anyone not familiar with the biography and the major texts. Its worst vice is the occasional and suspicious "It seems likely" and "One must assume" which is the usual resort when biographical data fails short of a literary critical conclusion. But for all that it is a remarkable piece of scholarship that perfectly catches Lawrence's mind "on the move", as Burgess puts it, and underlines the writer's own conviction that the work was the man and not his trail of texts.

Lawrence is "easy to read, hard to understand" because in the midst of his books we are caught up in things so immediate and particular, so instantaneously involving and a moment later so irrelevant, that they are like life itself. That is their greatest virtue and simultaneously their worst vice. Lawrence was the quintessential naturalist and however much he strove to get above that, into a transcendent realm, he never quite manages. He drew so immediately on his own life and experience, peopled his work so much with the people around him, that it has almost no ironic distance and is thus many stages removed from most modernist writing. His temptation to address the "gentle reader" puts him back even beyond the Victorians he hated. Equally, his instructions on how he should be read set him apart from any hint of aestheticism: "Do not ask for the qualities of the unfading time less gems... There must be the rapid momentaneous association of things which meet and pass on the forever incalculable journey of creation; anything left in its own rapid, fluid relationship with the rest of things".

Lawrence had no system and no "ideas" in the sense of a single, retrievable set of principles or ideology. That is something, with which he has been saddled since his commitment to both

creation and *The Creation* was to something that could not be calculated and even his attempts at political action – the *Blutbruderschaft* and the pantisocratic "Ranamin" – were aesthetic episodes, consolations for loneliness. The "metaphysic" he creates for his characters – and thus for himself – had more to do with physics than with metaphysics. He sought ways of curing present woes: in sickness and sorrow, he saw he had little purchase on the future.

Sheila MacLeod perhaps over-systematizes Lawrence's account of the most complex of all relations, that between people, and she is apt, in doing so, to play down the most vital and easily forgotten component of all, the further relation between people, male and female, and the non-human world. Interestingly, though, some of the best of her argument is directed at the novel that plays on this relationship most subtly, the extraordinarily underrated and quite marvellous *Kangaroo*, perhaps the only occasion when Lawrence does to a certainty refute Leavis's criticism that he separates self and the social and ignores the latter. *Kangaroo* is a profound political novel, unlooked for from Lawrence.

However, neither politics nor metaphysics intrude much, and it is the prejudice of the unread that Lawrence is full of sermonizing. We experience his ideas as his characters do, as part of a process of living and adjusting or growing. His only clear commitment is to the forms of nature, not as some mysterious force but as a pattern of relations created by the mind out of nature's obdurate reality on the one hand and consciousness on the other. Though I have insisted Lawrence is an unliturgical writer, he was a phenomenal reader and routinely absorbs, assimilates, adapts the attempts of others to fix reality in more or less permanent form. In that awareness of the continuity of literature with itself as well as with reality, he is with the modernists and is perhaps the greatest of them.

Lawrence did not conjure up the dark gods because he welcomed them. They were a stage in what he saw as the real goal, the return to "everyday life". Lawrence, like Dante, whom he read and understood, had the broadest circle of hell for those who had committed *il gran rifiuto* and refused to accept life. Living fell between consciousness and the sublime unconsciousness of the animal and physical world – the existentialist, or Sartre's, *pour-soi* and *en-soi*. It was to the physical world that Lawrence continually returned, from his first novel *The White Peacock* to the poems in *Birds, Beasts and Flowers* (for which Sagar and Burgess make the strongest case yet); he returned to it for sustenance and as a counterbalance to his failure to balance the mind with the deeper wisdom of the blood; in times of despair, it became a refuge; his most chilling images, along with the numbing snow and which Gerald dies in *Women in Love*, are of the apocalyptic flood or some mass destruction that leaves nothing but a solitary hare listening to the silence.

All of his work is about the self's detaching and retreating to things and to people. As far from Wordsworth as it is possible to go, Lawrence was still able to use the Romantic sense of the moral precept in natural things. His rainbow was a rainbow; to us it also signifies – as Lawrence recognizes – a sign and a token; the natural object and a literary and religious tradition interact. In this way, Lawrence lends his symbols such reality that he is able to think with them.

Though "My Englishness is my very villain" he was to die far from home, after a lifetime of exile and sickness. He was 44. One of his most daring symbols was the snake. It was one of the most successful of his novels and caused a minor literary scandal, bringing her a brief fame. *Red Pottage*, written out of the author's own repressed and often unhappy life, is the story of two very different women, friends since childhood, seeking fulfilment in the conventional society of their day, and is probably her masterpiece. *Troy Chimneys*, Margaret Kennedy's excursion into Regency, won the James Tait Black Memorial Prize when it was first published in 1953. It comes now with a new introduction by Anita Brookner. Although it lacks the charisma of her *Our Time* and her bestseller *The Constant Nymph*, it is an absorbing, and convoluted, story of a young man's progress as a politician during and after the Napoleonic Wars. In this serious novel, mercifully free of Gadaboutery, Margaret Kennedy paints a convincing portrait of not a Jekyll and Hyde or a Justified Sinner, but of a person essentially well-meaning who sees himself as two distinct personalities, and brings about his own destruction and that of others, not by evil but by a fatal weakness of character. The theorizing is here, in spades, and often in the tones of an Eighties lesbian feminist. By defining lesbianism as a "relationship" between women, the strongest emotions and affections are

## Asexual relations

*Surpassing the Love of Men: Romantic Friendship and Love between Women from the Renaissance to the Present*. By Lillian Faderman. Women's Press £6.95. 0 7043 3977 3

In the eight years of American history classes foisted upon me by the New York City school system, Deborah Sampson, lesbian transvestite soldier of the American Revolution, honoured by the Congressional committee for her "female heroism, fidelity, and courage", never rated a mention. As a less than deciding factor in the outcome of the war, this was probably justified, but she puts in an appearance in Lillian Faderman's often quirky, always compelling corrective history. From the lesbian weaver of Chaumone, whose hanging was recorded by Montaigne in 1540, to the fiction of Rita Mae Brown, Faderman, drawing on letters, pornography, literature, diaries, court records and medical journals, charts these women, their relationships and documents them – condoning them at some points and relegating them to outlaw status at others.

The theorizing is here, in spades, and often in the tones of an Eighties lesbian feminist. By defining lesbianism as a "relationship" between women, the strongest emotions and affections are directed toward each other" and, which may or may not include sexual contact, Faderman in one deft stroke both dilutes the term and ropes in about 75 per cent of the female population.

But the theorizing is well-matched by scholarship in her analysis of those relationships referred to in the 18th century as romantic friendships, in the 19th century as sentimental friends, and which the 20th century finds so difficult to understand. Faderman discovered that these friendships, often recorded in the most sensual language ("Miss Talbot is absolutely my passion; I think of her every day, dream of her all night...") were neither furtive nor accompanied by guilt.

Indeed, they seemed to be sanctioned by society and every bit as important as their heterosexual counterparts. Faderman challenges us with example after example. When Sarah Ponsonby and Eleanor Butler, known collectively as the ladies of Llangollen, ran off together, Sarah's relative noted that her conduct was "void of serious impropriety. There were no gentleman concerned...". They set up home together in a relationship which lasted over half a century and were able to count the Duke of Wellington, William Wordsworth, Edmund Burke and Walter Scott among their friends. Henry James, commenting on the beneficial effects of Katherine Lor-

ing's devotion to his underachieving sister Alice realized, "that to brush it aside would be almost an act of impiety". Katharine Bradley and Edith Cooper, whose writings were praised by contemporaries Robert Browning and George Meredith, lived together and published their poetry and drama jointly under the name Michael Field. And so on.

Were these relationships sexual? Probably not, as the upper- and middle-class women who entered into them internalized the prevailing view of women as asexual. The popular dissemination of the theories of Krafft-Ebing, Havelock Ellis and Freud and the poetry and fiction of the French aesthetes in the late 19th and early 20th centuries ushered in an age of anxiety for these women and a loss of innocence for everyone. In a curious sophistication lag the *Ladies' Home Journal*, as late as 1919, published Jeannette Lee's short story extolling the virtues of same-sex friendship at a women's college in terms which other magazines by then would have found too shocking to print.

Faderman has performed a valuable service in rescuing these women from the fate of footnotes or total neglect. *Surpassing the Love of Men* gently alters our view of the past and should be savoured and quickly passed on.

Madeleine Nicklin

## PAPER BACKS

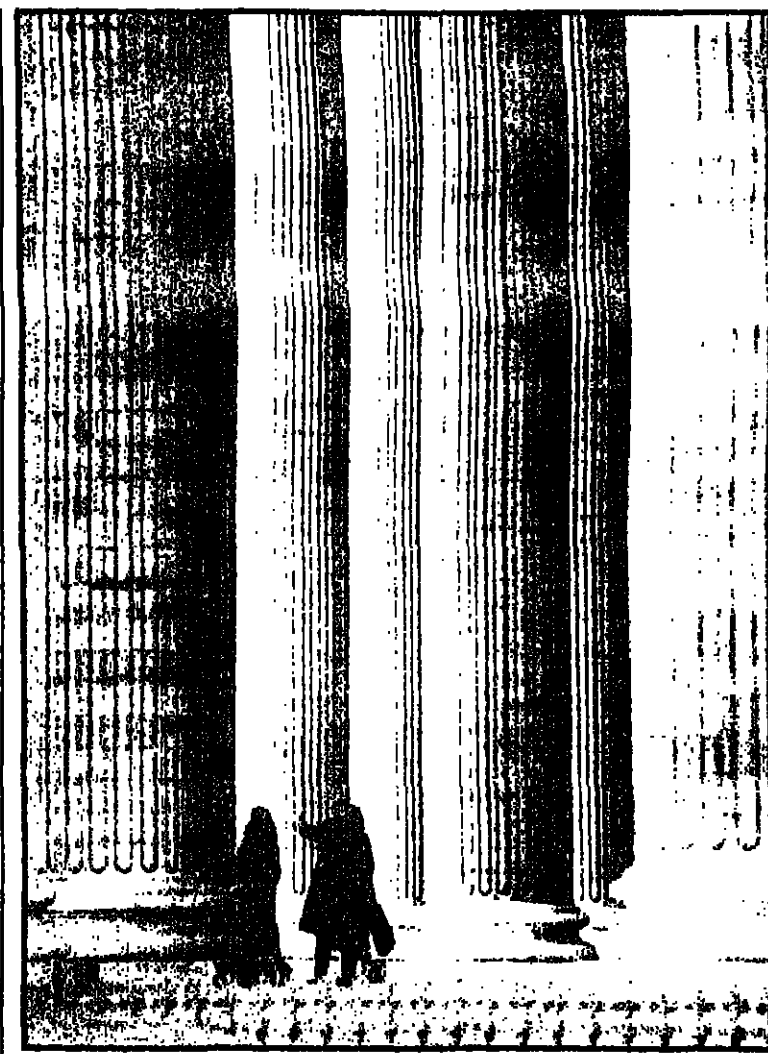
*The Lifted Veil*. By George Eliot. Virago £2.50. 0 80068 705 8.  
*Red Pottage*. By Mary Cholmondeley. Virago £3.95. 0 80068 690 6.  
*Troy Chimneys*. By Margaret Kennedy. Virago £3.50. 0 80068 566 7.

Three more collector's items from Virago's Old Curiosity Shop. George Eliot's forgotten novella *The Lifted Veil* (new afterword by Beryl Grey), has itself been shrouded in a veil of embarrassment since 1859 when she surprised her publishers by interrupting her writing of *The Mill on the Floss* to present them with this chilling tale, which reflects her lifelong interest in the Supernatural. It is not at all what they expected from the author of *Adam Bede*. Written at a time of heightened emotion following the death of a much-loved sister, with whom she had just been reconciled, after the family estrangement caused by her illicit liaison, this melancholy story can be seen now not as an aberration but as an interesting illustration of the author's preoccupation not only with the "Pseudosciences", but with morality.

Mary Cholmondeley, the author of *Red Pottage* (1899, new introduction by Elaine Showalter) was much influenced by George Eliot. This book, satirising the self-righteousness and pretensions of the English middle classes, particularly the clergy – she was a clergyman's daughter – was the most successful of her novels and caused a minor literary scandal, bringing her a brief fame. *Red Pottage*, written out of the author's own repressed and often unhappy life, is the story of two very different women, friends since childhood, seeking fulfilment in the conventional society of their day, and is probably her masterpiece.

*Troy Chimneys*, Margaret Kennedy's excursion into Regency, won the James Tait Black Memorial Prize when it was first published in 1953. It comes now with a new introduction by Anita Brookner. Although it lacks the charisma of her *Our Time* and her bestseller *The Constant Nymph*, it is an absorbing, and convoluted, story of a young man's progress as a politician during and after the Napoleonic Wars. In this serious novel, mercifully free of Gadaboutery, Margaret Kennedy paints a convincing portrait of not a Jekyll and Hyde or a Justified Sinner, but of a person essentially well-meaning who sees himself as two distinct personalities, and brings about his own destruction and that of others, not by evil but by a fatal weakness of character. The theorizing is here, in spades, and often in the tones of an Eighties lesbian feminist. By defining lesbianism as a "relationship" between women, the strongest emotions and affections are

Shena Mackay



The columns of the Parthenon in Paris – from Cityscape Photography in which Jonathan Eastland offers ideas and technical tips for the keen amateur (Batsford £14.95)

## lingo

Who Mourns for Whom?

Teacher to pupil: "Who do you think you're speaking to?" Parent to teacher: "Who do you think you're dealing with?"

Would anyone now use the grammatically "correct" *whom* in sentences like these? It seems that the language is embarked on the slow process of losing the form *whom*. Over the centuries the personal pronouns have stoutly resisted the almost universal tendency in English towards shedding of inflections. Now, however, though *me/him/her/us*, and *them* are still firmly in place, *whom* shows unmistakable signs

of being shaken loose. The process probably started because the occurrence of *whom* has never been sufficiently frequent to make the test "Does it sound right?" wholly reliable. Hence sentences like: "She could not remember who she gave the book to" and "He did not know who to ask" and "Who is it for?" and "This is the man who, in spite of all his achievements, the party had rejected".

One sure sign of an area of language uncertainty is the appearance of "hyper-correction" (over-anxiety not to be wrong); and so we find: "This is the man whom I thought was responsible" and "The prizes went to those whom the results showed deserved them." Should we resist both these tendencies in our own use of English? Without doubt we should, the first in formal context at any rate, the second always. But it is as well to be aware of what is going on.

W T McLeod

## Heart-on-sleeve

*Comparative Youth Culture: the Sociology of youth culture and youth sub-cultures in America, Britain and Canada*. By Michael Brake. Routledge and Kegan Paul £6.95. 0 7100 9898 7.

The reader who approaches Michael Brake's new book looking for an explanatory framework which will make sense of the differences as well as the similarities in youth culture across time and space, is due for a disappointing result. This is not strictly a comparative study of youth culture but only a review of existing literature on youth subcultures in Britain, the US and Canada. No doubt it will perform a popular function as a descriptive text-book: it is reasonably comprehensive and most of its constituent parts are accurate enough, but Brake adds little to the sum of wisdom on the subject.

His attempts at comparison are minimal and unsystematic; moreover, the Canadian material is not much more than a brief footnote to the two major cases. In fact, the virtual invisibility of youth culture in Canada is a significant datum in itself which Brake never brings into proper theoretical focus. He settles instead for giving a list of its correlates – a tolerant Canadian culture ("at least on the surface"), a low crime rate, a "failure" of working class "resistance", an absence of urban decay – which are surely part of what needs explaining rather than self-evidently constituting its explanation.

The major weakness of the book is illustrated by this failure of analysis and lies in the highly value-charged but intellectually woolly theoretical assumptions from which Brake works. Early in the book he dismisses func-

tionalist approaches as quaintly myopic – altogether too middle class and conformist youth along with Tal-cott Parsons and all the functionalists' pioneering efforts to formulate hypotheses accounting for the existence or absence of youth culture in a society, its location, style and political direction. Brake seems to prefer a theoretical pedigree which runs from delinquency through the New Criminology to the neo-Marxists of the current scene, although one senses that he is more at home with a discursive Raymond Williams than with the hard-nosed continental theoreticians. For Brake, youth culture simply means cultural struggle. There is even a suggestion that all oppressed groups eventually express a critique via youth culture. The main trouble is that "cultural struggle" then becomes a catch-all term explaining nothing.

The most irritating side-effect of this position is a heart-on-sleeve prose style. Brake emotes in favour of every underlying group he discusses – for instance, he suffers accounts of, say, crude macho behaviour, violence, drug peddling etc by adverbs such as "tragically", "sadly", "unhappily". This is no substitute for a dispassionate analysis which is prepared to consider competing hypotheses which might explain such troubling cultural complexes. And anyway, does it matter whether the author is a "nice guy"? "Blaming-the-victim" may be a shoddy game but "patronizing-the-victim" is no better, and just as liable to result in false inference. It could even get sociology a bad name.

Bernice Martin

## Polanyi, polymath

*Everyman Revived: the Common Sense of Michael Polanyi*. By Drusilla Scott. The Book Club £9.25. 0 86332 077 5.

One reason for attending to Michael Polanyi's philosophy of science is that he himself was an internationally distinguished scientist. What other philosophers sought to interpret, he did; he had made important scientific discoveries and knew how they came about. It was first-hand experience that led him to reject the prevailing world view that scientific knowledge alone may be relied upon, being certain, impersonal and testable. He accepted scientific knowledge as valid, but no more valid than knowledge gained through art or religion. All knowledge is personal, because only persons can know. The idea of an impersonal and therefore specially reliable knowledge, such as science is popularly supposed to offer, is absurd.

Polanyi's view of science would have made him a strong opponent of current government policies, animated, as they seem to be, by the simple opinion that science should produce things

useful to the economy (very much a Soviet opinion, as he pointed out). He was entirely opposed to any form of planning the directions of research, on the score that science could prosper only when scientists were left free to follow their own intuitions, as well as on the common sense ground that forcing scientific attention on what looks useful now almost certainly diverts it from discovering what might be most useful in 10 years time, which no one can ever foresee.

Polanyi was a remarkable and civilized polymath, a splendid proof of the broad European educational tradition as distinct from the narrower English version. But he had the unhappy defect of not being easy to understand. Drusilla Scott introduces him to the ordinary educated man and woman. She does not disperse all the difficulties in his novel theory of knowledge, but she does succeed in bringing out the importance of Polanyi's insights for a world gone wrong, largely through a total misconception of what science is.

Walter James

## CHILDREN'S LITERATURE

*Gaffer Samson's Luck*. By Jill Paton Walsh. Viking Kestrel £6.50. 0 670 80122 4.

When James's parents "get on their bicycles" to find work near Peterborough or Cambridge, their son is dismayed at the fen country after the dramatic landscape of his native Yorkshire. The flat strangeness is not all that he has to put up with. His teacher at the village primary school is not prepared to stimulate his natural mathematical intelligence, and is irritated at the speed he gets through his set work. Worse, as a newcomer he belongs neither with the "estate" children nor with those of the "village", although he lives in an old row of terrace houses. His only playground companion is Angey, an outcast "van-

dweller", and his only friend, Gaffer Samson, the old man next door.

Jill Paton Walsh knows where a child's real world lies, and how subtle and unpredictable are the links that bind it to that of the older generation. Her readers will understand James's despair. Above all it fits the place it is set in. The rich, black earth, the dykes running at a higher level than the roads; and the great, wide distances are all part of the tale. Both James and the reader come to realize that such a landscape can be fiercely lovable, and even come to agree with the Gaffer that hills can "spit a lot of sky".

Shirley Toulson



## BOOKS

## Case histories

**Handicapped Youth at Work: Personal Experiences of School Leavers.** Centre for Educational Research and Innovation. OECD Paris 9264 12748 9. The Education and Training of the Mentally Retarded: Recent Advances. Edited by Adrian F Ashman and Ronald S Laura. Croom Helm £14.95. 0 7099 0562 9.

The first of these two volumes presents case histories of twenty young men and women with a range of physical, mental and emotional disabilities in four different countries. As such it presents a fascinating glimpse of the practices and problems facing these individuals at the time of research (now at least three years ago), but in many ways a little like the caricature of a Chinese meal in that there is a great variety of tastes and textures but at the end one is left feeling vaguely unsatisfied.

The case histories presented have been heavily edited from longer publications and in the process much of the important detail has been lost; and it is difficult to set the individuals within their context of past experiences, present condition and future prospects. The diversity of the educational provision for young people with special needs in the four countries and the range of differing disabling conditions covered in the case histories make it difficult to extrapolate from the particular to the general, and drew transnational parallels, thereby reducing the impact of the contributing surveys. I would have found it more useful to have read about a more carefully defined group of subjects interviewed in more depth and embedded within a context which included the perceptions of others around, be they family members or professionals, of the nature and purpose of the education on offer and since leaving. One final quibble: Q. When is a youth not a youth? A. When he or she is 20 or more as were the respondents to this

survey. Semantics perhaps, but possibly also indicative of an attitude towards people with disabilities which perpetuates childhood and inhibits the emergence of adult status.

Ashman and Laura's collection of readings provide a very substantial main course to the OECD's surfer. Following a useful introduction by the editors are nine chapters, each self contained but falling into one of two broad camps according to their theoretical underpinning. One of these is the behavioural model, the other deals with cognitive approaches to remediation. In the first group I found Ann Cooney's review of augmentative communication systems, with its highlighting of many major issues, including teaching strategies and vocabulary selection a particularly useful contribution, although ironically enough her style is turgid and the information is buried among lists of authors to whom she refers. Chapters 6 and 7, by Adrian Ashman and J P Das respectively open up the area of cognitive therapy and draw upon problem solving and planning as a conceptual base. Das's chapter is particularly useful for its detailed description of a cognitive intervention and training programme which will be read and developed by many working with profoundly retarded children in a variety of roles.

As with any compilation of reading, the references quoted can provide a valuable introduction to the literature for those coming new to the field. This volume does not disappoint in this and should be of great use. The editors intend the book to be read by professionals and researchers, but also hope that it will be of value to undergraduates and lay persons. In the first aim they reach their target admirably but in doing so have probably made rather heavy going for those not needing to gain such knowledge in depth.

Alastair Kent

## Deafness: the facts

**The Hearing-Impaired Child in the Ordinary School.** By Alec Webster and John Ellwood. Croom Helm £14.95. 0 7099 3629 X. £8.95. 3630 3.

The integration of the hearing-impaired raises a number of problems, not least of which concerns the training of ordinary teachers. This book is concerned primarily with helping such teachers and makes a very good job of it.

The chapter on "Deafness: the facts" is a model of clarity and should do much to dispel the fears that many teachers may have. The chapters devoted specifically to teaching practice are good, with the major points summarized conveniently at the end of each. But it is not just a manual of handy tips; as well as giving practical advice, it deals with the broader environmental and organizational issues which form the context in which the

teacher has to teach and the child to make out. The authors discuss the problems involved in the implementation of the 1981 Education Act and quite early in the book point out that they do not see integration as a feasible proposition for those committed to signing.

It is our view that the hearing-impaired child requires a more structured teaching programme than the hearing child, but Webster and Ellwood appear to stress the more informal methods. They should also, perhaps, have placed greater emphasis on reading as this is usually the deaf child's best opportunity to acquire his native language and is too often a chance missed. These reservations, however, are debatable issues; teaching the hearing-impaired requires patience, insight and skill and this book should be of great help to all those faced with this demanding but rewarding task.

R & J P

## Getting the words out

**Contemporary Approaches in Stuttering Therapy.** Edited by Maryann Pells. Little, Brown and Company \$21.00 0 316 69407 7. Quest Publishing Agency, tel: 01-650 4929-5093.

Speech therapists are not very good with stammering. The treatments on offer are tentative and diverse - and alarmingly ineffective. This is perhaps the reality underlying Marcel Wingate's famous assertion that most speech therapists are more afraid of stammering than their clients.

This collection of papers assembled by Pells is a response to the diversity of therapies available for the treatment of stammering. Seven approaches are presented, by the originator(s) in each case: three focused directly on children, and four that cover the age range. A similar format is followed for each presentation; overview of the

therapy; its history and development; assessment procedures used; detailed account of the therapy; report on any effectiveness studies; reasons for effectiveness; and advantages to its use.

The book's strength is the detailed description of different therapies, done within a common format that facilitates comparison. On the debit side, all the therapies are presented by their own advocates so that an important level of critical distance is lost. This is the more marked given that there is no editorial comment. Apart from passing remarks, the therapies are not related to each other or to other therapies not described here.

This means that the book is a source book focused on specific aspects of practice rather than a theoretically coherent account of current development and provision which may be of value to those unfamiliar with special provision in primary and secondary schools. For the experienced and informed reader, however, there may be less value in

Seamus Hegarty

## Away from speculation

**Linguistic Encounters with Language Handicap.** By David Crystal. Basil Blackwell £17.50 0 631 13869 2. **Developmental Dyslexia.** By Michael Thomson. Edward Arnold £12.50 0 7131 6413 1.

David Crystal is Professor of Linguistic Science at Reading University. His title is itself significant, as it indicates a distinct movement away from the speculative analytic techniques of Noam Chomsky, based on the notion of "ideal speaker-listener" and the even more notional "language acquisition device", and towards an empirical, scientific approach, in which theories must be tested against evidence. Professor Crystal's book is founded on the application of this principle to analysis of the work of speech therapists, but in writing it he may also have provided the basis of a solution to the problems of credibility and communication which have beset the application of linguistic knowledge in many areas of education.

His central point is that linguistic

science is new and urgently needs a more comprehensive and consistent data-base, which in this context would take the form of reliable transcripts. He accepts that compiling these is time-consuming work but contends that without them it will be impossible to detect patterns, either in handicap or in successful teaching strategies. Professor Crystal also argues that producing transcripts inevitably involves researchers in detailed evaluation of competing theories and terminology and that it helps prevent the isolation of specific features of language from their context. Subsequent analysis should deal with the work of teachers as well as the language of pupils and patients, and should lead to the construction of a bank of evidence which would contribute to collaboration between teachers and researchers based on a practical, problem-solving approach. It is hard to see how an unfounded theory could survive for long in such a climate.

The need for hard evidence is further demonstrated in *Developmental Dyslexia*, a textbook whose vast scope

reduces most of it to the status of a general commentary on a field of inconclusive research. The four "case studies" are particularly disappointing and sketchy, taking up less than half the space of the 38 page bibliography, and offer little detail on teaching methods, which is surprising in view of the author's extensive experience as co-principal of a specialized school. The survey itself is not unsound, and the author is right to insist that evidence of successful work should not be dismissed simply because it does not meet the criteria of statistical significance and controlled experimental design which are sometimes applied to it. Nevertheless, like any textbook, it is vulnerable to new developments, for example in wordprocessing and in parental involvement, and has at least one questionable omission in Dr Margaret Peters's work on spelling. It would be difficult, on reading Dr Thomson's book, to maintain that his topic does not exist, but equally hard to argue that his treatment of it will be of much practical help to teachers.

John Bald

## Doing well

**The Deaf Can Speak.** By Pauline Shaw. Faber £3.95. 0 571 13424 6.

This is a gem of a book. It is in two parts: the first is an account of the way the author brought up her profoundly deaf daughter and the second is a summary of the advice and guidance she has to offer to others in a similar plight. This advice is not simply based on her involvement with one particular child: in response to her daughter's misfortune she trained as a teacher of the deaf and has had 20 or more years experience with many children.

Her over-riding objective was to see that her daughter, Judith, would be able to live in, and mix with, the hearing community in a confident and effective manner. To achieve this end she stresses the extreme importance of a high and persistent amount of linguistic input from as early an age as possible with lots of reading. Finally, integration is not seen as something confined to the school but accepted as the way of life outside it as well.

The success of her approach can be judged from part one of the book. Judith does well at school and university but the true measure of success is in her capacity to live a full life in the hearing community in which spoken language and literacy play such a crucial role. Those who dislike labelling others as "handicapped" often refer to them somewhat euphemistically as "exceptional". In the case of Judith Shaw this is no euphemism. She is exceptional and so is her mother. Pauline Shaw is a dedicated and inspired teacher: level-headed but warm-hearted, objective in her observations but always sympathetic. Her own suspicions are neatly summarized in the jacket engraving: Bible in hand implied Devil in heart.

Seventeenth-century confusions, though military and political rather than ideological, dominate two recent paperback editions. *The Royalist War Effort* shows loyal emotion translated

Robert Phillips and Jane Stirling Phillips

**Therapy in Music for Handicapped Children.** By Paul Nordoff and David Robbins. Gollancz £4.95. 0 575 05658.

A welcome reissue of this pioneering work offers inspiration and practical guidance to teachers, therapists and musicians involved with handicapped children, from the completely autistic to the physically disabled and partially trainable. The book outlines the authors' research in Pennsylvania from 1959 - 1967, describing how, through basic musical concepts such as scales, chords and rhythms, they elicited responses from children who had never before communicated by the usual means.

Philippa Davidson

**Further articles and reviews on special needs in this week's Extra, pages 49-56.**

John Fish



Helen Keller 'talking' with her teacher Annie Sullivan and a friend (the actor Joseph Jefferson). She was able to 'hear' conversation through her fingers by placing them on the speaker's lips and throat. From Helen Keller by Nigel Hunter, one of the latest titles in Wayland's Great Lives series (£3.95).

## A shift of emphasis

**Schools, Pupils and Special Educational Needs.** By David Galloway. Croom Helm £14.95 0 7099 11602. £6.95. 11750.

**Curriculum for Special Needs.** By Wilfred K Brennan. Open University Press £5.95. 0 335 10421 5.

**Schools, Pupils and Special Educational Needs** concentrates on "pupils who have special needs but who would not normally be regarded as candidates for special schools and classes". Galloway reviews a range of research concerned with meeting learning and behaviour difficulties and adopts an integrative approach to providing for them. Separate chapters discuss the basis for determining special needs, administrative and legal issues, assessment, policy and provision, the hidden curriculum and the needs of teachers.

Other major issues discussed are a lack of coordination, divided responsibilities and the difficulties currently inherent in developing local authority and school policies which recognize that meeting special needs is now an integral part of education policy. Networks and responsibilities within schools and relationships with supporting services are also dealt with in some detail.

The author provides an interesting review of legislation, administration and provision which may be of value to those unfamiliar with special provision in primary and secondary schools. For the experienced and informed reader, however, there may be less value in

what is a relatively inconclusive review of current concerns.

*Curriculum for Special Needs* reflects the author's wide experience of special education and curriculum development. Brennan provides a clearly written wide ranging review of recent national and local curriculum developments with many well chosen specific examples. The book opens with a discussion of the influences on and the context within which the curriculum in all schools is being developed including the tensions, ideologies and conflicting claims for priority. One of its strengths is that it never loses sight of the relationship of the curriculum for special needs to the curriculum for all. It is a question of a shift of emphasis, not a different curriculum, a shift which makes explicit many things hidden in the general curriculum.

Throughout the book crucial questions, specific examples, tasks and priorities are clearly presented in separate summaries within the text. These are particularly helpful in bringing precision to complex ideas. There is an extensive bibliography and useful appendices drawing attention to specific material.

The Warnock Report, recent legislation and other initiatives now recognize that the curriculum is the central distinguishing feature of special education. This book is a significant contribution to the field; theory and practice are closely related and the author's deep concern for the quality of the education offered is evident throughout.

John Fish

## Important people



HISTORY

**Radical Religion in the English Revolution.** Edited by J F McGregor and B Reay. Clarendon Press, Oxford, £19.50. 0 19 87304 6.

**The Royalist War Effort 1642-1646.** By Ronald Hutton. Longman £5.95. 0 582 49411 7. **Queen Anne.** By Edward Gregg. Ark Paperbacks £4.95. 0 7448 0018 8. **Methodism and Politics in British Society 1750-1850.** By David Hempton. Hutchinson £13.95. 0 09 158000 5. **The English Aristocracy: A Comparative Synthesis.** By M L Bush. Manchester University Press £17.50. 0 7190 1081 0.

Levellers, Diggers, Quakers, Seekers, Ranters, Fifth Monarchists, not to mention Muggletonians and dozens of others: the proliferation of ideas and sects in the English Revolution produced confusion and a paper mountain of polemic to delight earnest historians. Too often their efforts have added to the bewilderment. *Radical Religion* is much to be welcomed for carving a few clear paths through the jungle.

Colossus authority left a frightening freedom. Enthusiasts exploited it to indulge in hectic debate, or to pursue lonely, idiosyncratic byways. This book has sympathetic but detached authors dissecting the varying hopes, behaviour patterns, and impacts. They score most success with those more familiar groups that we usually take for granted, Baptists and Quakers. Their fanatic righteousness and occasional lunacy alarmed contemporaries, whose suspicions are neatly summarized in the jacket engraving: Bible in hand implied Devil in heart.

Seventeenth-century confusions, though military and political rather than ideological, dominate two recent paperback editions. *The Royalist War Effort* shows loyal emotion translated

Tom Corfe

## History to the rescue

**Historical Atlas of Africa.** Edited by J F Ade Ajayi and Michael Crowder. Longman £45. 0 582 6433 5 X.

Students of the history of Africa continually confront the problem of coping with a massive continent which is culturally, historically and economically varied. Talking about Africa as though it was all somehow the same betrays and perpetuates a particularly pernicious ignorance which in turn feeds prejudices and stereotyping. Few scholars have the fortune to master more than a corner of Africa, and increasing numbers of students at all levels of education lack even that intimacy as diminishing funds inhibit access.

Knowing what a place looks like is a vital precondition for the sympathy that all historical reconstruction demands; knowing what influence geography, in its widest sense, has had upon the history of those who inhabit such space, and in turn how people have changed the nature of where they live are vital elements of the historians' technique. It might be argued that they are even more significant for historians of a fundamentally pre-industrial continent whose inhabitants were until comparatively recently bound by the inhibitions and inspirations of a natural world which they were, perforce, thoroughly aware of. Climate, water and soil resources and the pattern of human and animal diseases were, and to some extent tragically still are, more than bit-part players in the history of Africa. But for most of the relatively short life of academic historical study of Africa, these insights have been hard to grasp. Early in the game Page

into action as certain forceful individuals in the west of England organized armed forces, and certain others mis-handle them. *Queen Anne* is a first-rate biography, charting a painful course through the tortuous court and political life of later days. Anne, however, understanding her biographer, remains victim rather than participant, "poor, unfortunate, faithful Morley" forever pleading mournfully with Sarah or taking her counsel and tea while ambitious and cynical politicians manoeuvre about her.

Into this rotten but rational world came high-minded Methodism, meeting an alarmed response that owed something to Civil War memories reawakened by French misbehaviour. But Methodist attitudes to politics were empirical rather than ideological, and far removed from the radicalism of the sectaries. Wesley bequeathed the movement his innate conservatism; Catholic ambitions and Revolutionary violence confirmed his successors in their cautious attitude to reform. More radically-minded Methodists who sympathized with popular discontent were carried away by revivalist fervour soon diverged from the Wesleyan stem. David Hempton draws extensively on the Church's archives, and in particular on Irish evidence, to demonstrate that there were "many Methodisms in many places at many times". In fact attitudes and behaviour could be at least as confusing and varied as those of the sectaries, so that most interesting (E P Thompson's, for example) of Methodist's political significance seem oversimplified.

*The English Aristocracy* is above such mundane bickering and sordid high-mindedness. M L Bush's perspective is long and his range wide. This is a neat dissection of our betters, from their Anglo-Saxon cradle to their 20th-century grave, when "the profuse creation of life baronies after 1958 turned the peerage into a social rag-bag". For all the faults we love our House of Peers (the more so since they blossomed on telly), but historians have usually preferred the other end of the social scale. These were, literally, the best people; and they were our rulers from the age of feudalism to that of industry and bourgeoisification, despite many changes in composition, ethos and importance. This is a worthwhile and entertaining study of very important people.

## BOOKS IN CLASS



Measuring milk from the churn into customers' own containers. This 1910 scene is from *Going Shopping*, a history in photographs, 1850s to the present day - one of Macdonald's excellent *Witness* titles, with text by Penny Marshall (£3.50).

## How to present issues



SOCIAL STUDIES

**A Matter of Opinion: What About Women?** By Juliet McCaffery. 0 7195 3906 4. **A Good Day.** By Pamela Rayson. 4003 8. **Living With Computers.** By Irene & Ronald Crechley. 4004 6. **Whose Life?** By Miriam Simpson. 4005 4.

**John Murray £1.95 each.** **Debate: The Role of Women.** By Sharon Goulds. 0 356 11018 4. **Pollution and the Environment.** By Mary Leach. 10141 X. **The Use and Abuse of Animals.** By Zoe Richmond-Watson. 11019 2. **Macdonald £5.50 each.** **Our World Today.** By Derek Heater. Oxford University Press £3.95. 0 19 91329 4. **Enquiries: Law and Judgement.** By W Hanson. Longman £2.25. 0 582 22175 7.

Juliet McCaffery's *What About Women?* succeeds in presenting issues about the role and position of women in society that will help to break down stereotyped views on this subject. Like the titles in the rest of her *Matter of Opinion* series, the book is simply and directly written, but it does not shirk the treatment of controversial issues. *A Good Day* looks at money, man, the agent and consumer rights as well as selling and advertising - a useful introduction to the subject. *Living With Computers* is a stimulating attempt to show how society is becoming computerized. It begins by looking at how common computers are in everyday life, and then offers a brief history of

the computer, and sections on their use and their effect on jobs. There is a short glossary.

*Whose Life?* considers ethical and moral choices relating to abortion, euthanasia, test-tube and handicapped babies, aiming at helping the reader make up his or her own mind. This topic may appear grim, but teachers are often confronted with awkward questions which require considered and sympathetic responses. Miriam Simpson's sensitive book will be of great help in such situations.

Each book in the *Debates* series contains 28 topics treated in double-page spreads. Each is packed with photographs and with key quotations laid out in bold type. All this could both help lesson organization and increase pupils' understanding of the issues. *The Role of Women* opens with a historical perspective and then proceeds to raise a range of provocative questions such as: Women can't be managers? Do women make the best mothers? Are the divorce laws fair? The densely printed pages are full of information and the excellent photo-

graphs support the text. A useful resource if your budget can run to it. *Pollution and the Environment* considers a wide range of controversies, including oil pollution, acid rain, and recycling of waste and pesticides as well as political questions concerning who should pay for pollution, how ought it to be controlled and how to publicize the facts. *The Use and Abuse of Animals* has some gory photographs but it succeeds in presenting conflicting arguments whilst allowing readers to make up their own minds on the issue. This book would be certain to provoke debate and lead to further work.

In *Our World Today* 10 themes are considered including the political power of religion, the challenge of communism, nuclear weapons, the impact of technology, and race and pollution. Original sources are used with photographs, maps and diagrams. This stimulating book, suitable for 15-plus, is sufficient topical to include a photograph of a cruise missile convoy leaving the Greenham Common base in Berkshire.

The *Enquiries* series has a new title, *Law and Judgement*, aimed at the 14-17 age group, and based on four main issues: what is considered to be fair play, who should make laws, systems of justice and law enforcement. It uses historical and cross-cultural sources and provides plenty of opportunities for weighing evidence and making informed judgements.

Richard Evans

## Hard analytical slog

**A Practical Guide to A Level Sociology.** By J K Lane. Nelson £3.50. 0 17 448118 7. **Sociology: Themes and Perspectives.** By Michael Haralambos with Robin Eeld. University Tutorial Press £7.95. 0 7231 1891 9. £12. 0812 9. **Further Topics in Sociology.** By Paul Trowler. University Tutorial Press £3.00. 0 7231 0900 1. **Age and Generation.** By Mike O'Donnell. Tavistock £2.75. 0 422 79360 4.

This is the season when in a thousand sixth form teachers are explaining for the second time that A level sociology is not a soft option, but a hard analytical slog through a dauntingly vast literature.

All these books make this truth evident to the student. Dr Lane has provided a gem of a book intended as an accompaniment to the usual text-books, and he begins with important advice, not only to A level candidates, but for those beginning a higher education course too. "If you believe that sociology is the study of people, of groups, of society - then think again! At A level and beyond, sociology is not about people but about ideas. And you will be examined on your ability to

understand and communicate ideas. This is why the most useful examination you have previously taken is English language." His advice on how to approach questions applies to several other subjects too, and his 11 chapters cover the range of sociological topics with an introduction to the theoretical background and a total of 42 questions with possible answers followed by a commentary. It would be quite wrong to describe this as an exam crib book, for it continually evokes the intellectual excitement of tackling modern sociology.

Michael Haralambos and his publishers must have been gratified by the reception of his solid and comprehensive textbook which first appeared in 1980 and has actually been reprinted 14 times since. This new edition seizes the opportunity to update the statistical material. Most teachers, both in A level courses and in higher education, must by now be familiar with this book.

Another well-known text is Paul Trowler's *Topics in Sociology*. His new book adds a comprehensive discussion of two further topics which he feels have been given little attention in introductory texts for the AEB and IMB levels in sociology. They are the sociology of knowledge and questions of social policy and administration. In a subject where, as J K Lane

points out to his readers, rival theoretical ideas must be evaluated, students are often impatient for the application of these approaches in social policy. Paul Trowler acknowledges that "Like much recent Marxist writing, functionalist work is so theoretical and general in nature that it is not very helpful in terms of practical policy proposals." But he carefully teases out the policy implications of various sociological approaches.

In *Age and Generation* Mike O'Donnell examines our changing conception of childhood and youth, following the evidence of social historians and anthropologists, as a way of introduction to his central topic of youth subcultures, working class, black and middle class. He follows this with the concept of adulthood, largely by way of Erik Erikson, whose "stage" theory of adulthood is "so richly suggestive that even if it is not 'true', one feels that it ought to be." Finally old age is considered. Activities in the form of questions to be followed up conclude each chapter and the student is urged towards further reading. Another new book in the same series on Society Now is Patrick McNeill's *Research Methods*. These too are aimed at the school sociology market and are both inexpensive and up to date.

Colin Ward







## 3D



Susan Thomas looks at a project in three-dimensional planning

Tony Gibson of Education for Neighbourhood Change, a robust sub-section of Nottingham University's School of Education, looks mild enough. Do not be deceived. This man should carry a health warning - "The use of Action Packs could seriously change your life".

For Dr Gibson is the originator of a host of low-cost, high-energy resource materials - *Counterweight* - "the neighbourhood option" - how to control your environment and shape your own future; *Enterprise Fact Bank* - "setting up on your own"; *Decision Making and the Language of Manipulation* or even *The Don't Let Them Waste Your Time Pack* - "how young jobless can track down local resources and set up for themselves".

Whether you're into starting your own business, self-help groups, cleaning up the neighbourhood or planning your own housing estate, Tony Gibson has the facts. What's more, he has them in English, Hindi, Gujarati, Punjabi and Urdu.

His material is not for the faint-hearted. Use *Living Space* and before you know it 3D could revolutionize the school - cutting out that lunchtime bottleneck past the head's study, opening the library five days a week, inviting the community in to share it and questioning everything in sight. Kids love it. So do adults. You have nothing to lose but your preconceptions.

The strengths of the Neighbourhood Change Packs are twofold. First, they recognize that almost any change is possible, and then they rely heavily on alternative methods to achieve them. And by alternative I mean non-verbal - visual - three-dimensional. The language of the practical thinker.

The result is that in school it is often precisely those children who have been the "passengers", who contribute most enthusiastically. And in the community it is the flat-dwellers and young jobless who make out a better case than the "authorities".

"The talkers don't always have to win," says Gibson, and he can cite examples of teenage action groups,

housing cooperatives and self-help schemes to prove the point. And how he came to this conclusion is interesting in itself, for he was primarily a man of words.

He started his working life with the BBC, script writing, producing and presenting. In 1951 he was at the Alexandra Palace, working on a pilot educational programme about volcanoes and an African village. It was the first time he had used models and he was inspired, seeing the power of the third dimension to speak for itself.

Make a model, lay out the village and you can actually see what will happen if the volcano erupts or a tanker lorry runs off the road or the children play on the open space by the dangerous bend. If the pen is mightier than the sword, then the 3D model has the edge on both.

So, because we are still hung-up on the written word, he has produced action packs full of short cuts to full-scale planners' models.

There are flat sheets of card which, cut out and wrapped round matchboxes, torch batteries, or empty

squezy bottles, become instant sink units, oil drums, petrol tankers, or turn up at the edges to simulate a street of terraced houses. Then all the users' creative energy goes into the problem solving and decision making, and the time-consuming building of models, things of beauty in their own right, is left for craft lessons.

To see how it worked I borrowed a *Living Space* pack to try out at Frant Village Primary School in East Sussex. There Brian Hartshorn, the head, teaches a mixed third/fourth-year class with a couple of second years thrown in. The children were used to group work but in the last few weeks of term the fourth-year leavers had already given up on school.

"*Living Space* revitalized them," said Brian. "They took to it immediately, read the information cards, got on with interviewing people, designing their rooms, making the model landscape, looking at our own village plan. I was really impressed."

"Almost without exception, even the youngest children have worked cooperatively - talking about the work all the time, trying things out, sharing their ideas, reconsidering what they have done."

"When I first looked at the pack I thought it was a bit rough and ready but in fact it has everything you need. Being country children, inner city clearance was beyond them, but then the village scheme is ideal for them."

*Living Space* has been around since 1969. It offers an open-ended approach to designing your own house and its surroundings and it starts with just two bits of paper. The first and smaller one is a house plan. The second shows three suns, a morning, afternoon and evening. You simply pin the house in the middle of the suns and rotate. Where do you want the morning sun - in the kitchen or the lounge?

What about the north face? Should you build on a conservatory to maximize the heat gain? And before you know it, you are planning the kitchen with the help of cut-out and paper-clipped kitchen units, each one complete with essential working floor space and footprints to prove it. Where do you put the cooker? By the door or the sink? What about the draughts, the view, the cost?

Because nothing is written down, says Gibson, it is easy to change your mind. Because the units and even the walls and windows can be shuffled around indefinitely, there is no pressure to finalize the design and plenty of opportunity to try out the unorthodox.

Moreover, he maintains that because the action is all on the table, personalities disappear and the argument centres on the issue itself. And this is where the quieter souls come into their own. Like a good picture, one deft repositioning is worth a thousand words.

Then as the project moves out of doors the children divide into groups to tackle different planning problems -

inner city housing, a suburban estate, a block of flats. And acting as a go-between, the media group, working in radio, TV or newspaper.

"At first," says Tony Gibson, "the groups tend to work in an isolated way. Gradually they realize that to get results they have to work with the other groups. Then you get this lively, self-controlled, responsible exchange of opinion, expertise and resources. And even with quite young children the results can be breathtaking."

He is currently involved in another breathtaking experiment. This one involves whole families and real life, but it is reproduced in kit form for schools. It is called the *Lightmoor Project*.

Lightmoor is a greenfield site on the outskirts of Telford. Here a number of families who want to build their own

### One deft repositioning is worth a thousand words

home and workplace are planning their village estate as an essay in alternative living.

"We have come full circle," says Gibson, "back to something more in keeping with Saxon than Victorian times". With the death of the traditional industries we have reached the age of decentralization and diversification, he says, and is fond of the image of the pig in the yard and the computer in the kitchen, "the ideal combination of traditional skills and living and hi-tech skills".

The new builders of Lightmoor are planning their own dream village down to the last detail, from roads and services to the community centre and the tree on the village green. And as they struggle with the options - whether to go for the view or shelter from the prevailing wind, what to keep in the resources centre, how to maintain the links within the community once the building is over, they will be watched by scores of schoolchildren who are doing their own *Lightmoor Project*.

Working from the same landscape model as the villagers, they can find their own solutions to all the problems of planning - the where, how and when of planning. It is not just a one-off, says Gibson. As with *Living Space*, the basic ideas can be adapted to fit any model.

The action packs and fact books are backed by the Town and Country Planning Association, Inter Action and the Rowntree Trust. From them you can learn about everything from industrial cooperatives to police behaviour to insurance and employer liability. They should be viewed as an essential ingredient in any socially-aware school resource centre.

More information from "Education for Neighbourhood Change", School of Education, University of Nottingham, University Park, Nottingham NG7 2RD. Tel: 0602-506101, ext 2730.

## Allied forces

Jacquetta Megarry watches a television series on microtechnology and the handicapped

**CONTINUING EDUCATION**  
With a Little Help From the Chip  
BBC2, Fridays 7.35pm  
Booklet (same title) free with a large SAE with 28p stamp from Chip, BBC Television, London W12 8QT.

Christopher is four years old, and so physically handicapped that he lives at Great Ormond Street Hospital. His speech therapist seems a miracle of patience and good humour. Their greatest ally is a BBC Micro that Christopher operates with his tongue, using two tiny switches.

The system has released him from passivity and has stimulated his language to an astonishing degree. Using a robot arm, he can demolish his speech therapist's piles of bricks. The micro has allowed him - for the first time ever - to be naughty in a normal four-year-old way.

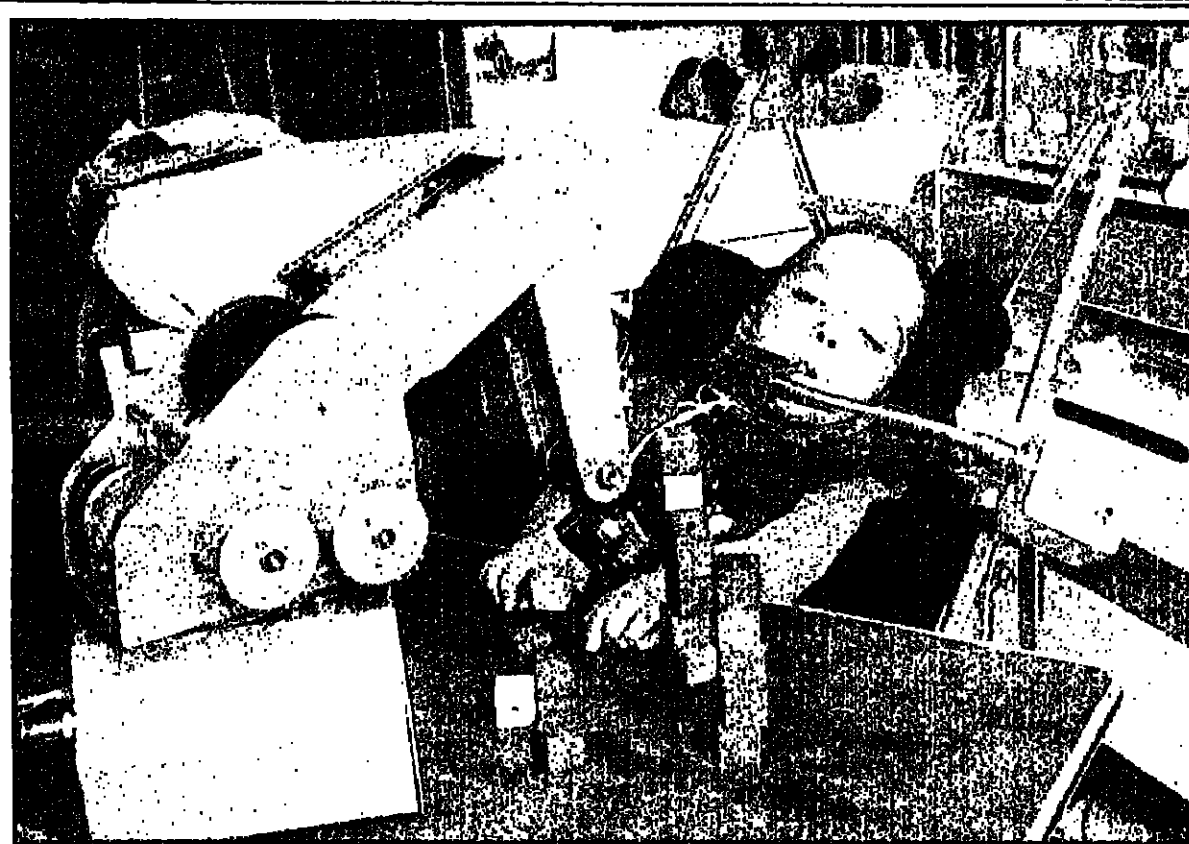
With a Little Help from the Chip is full of heart-warming examples of the success of microchip technology for the disabled. A man who can move only his face muscles can control his telephone, radio and television, and is immeasurably more independent as a result. A blind woman uses Optacon to "read" printed material. She is not just in a job

as a result - she runs a computer consultancy and trains the sighted. The programme filmed her developing training materials for *Wordwise*, the wordprocessing system for the BBC Micro. A deaf man can hold telephone conversations with his friends, using an operator at the Royal National Institute for the deaf. For the first time in his life he can change arrangements at short notice.

The programme repeatedly showed success stories for the motivated and lucky few. Even the severely handicapped can be transformed from being frustrated, unemployed and a drain on the state or their families, to being productive, fulfilled, self-confident.

The computer's versatility is the key. No matter how great a person's sensory handicap, computers can be made to produce output in a form they can understand. No matter how great their motor handicap, computers can interpret their input and control devices like lights, doors and radios, according to the person's wishes.

This is no small achievement, but it raises important questions. The resources needed to equip just one severely handicapped person can be



prodigious. The first programme did show how giant keyboard emulators had been used to reduce the costs of customizing software for those unable to use conventional keyboards. But the question of who pays the immense hardware overheads has not yet been answered.

Producer Anna Jackson has done a great service to both able-bodied and disabled by filming these programmes.

They not only raise awareness of the needs of the handicapped, but also illustrate the practical steps available to overcome disadvantage. Their clear message is that disability can be overcome to an unexpected extent, provided that the will and the resources are there.

There is a splendid free booklet to accompany the programmes, edited by Anna Jackson. Fred Heddl's text is

liberally illustrated by photographs that are informative rather than sensational. It includes a 14-page list of help and contacts, and has a selected book list and glossary. If it had an index it would be impossible to criticize.

In this week's Extra, Mary Hope looks at the role of micros and children with special needs.

## Food for thought

The British butter-eaters are in for another prolonged assault on their artery-clogging ways. The BBC's Continuing Education Department is beginning a Food and Health Campaign which will "look at the connections between food and health" and in a number of programmes suggest why Britons drop like flies from heart disease.

A four-part series of *O'Donnell Investigates*... *Food*, shown at the beginning of September, is currently being repeated on BBC1 on Tuesdays at 10.45pm. The bluff medical journalist looks at our biological heritage as omnivores, what we need food for, and the changes brought about by industrialization and obesity. *The Taste of Health* is an eight-part series now being shown on BBC2, on Thursdays at 7.30pm, in which famous cooks show that healthy food can taste good.

In the production pipeline are a popular guide to healthy eating, *You Are What You Eat*, on BBC1 in the New Year; a new series of *O'Donnell Investigates*... *Food*, looking at the agricultural, economic and political factors involved in a wholesale change of diet; and a radio show, *Nor Another Diet Programme* presented by Dr Alan Mayson Davies. Two older programmes, *A Plague of Hearts* and *Can You Avoid Cancer?* are to be repeated, and a free information pack, including a 12-page booklet on food shopping and preparation, will be available for those who write in.

As the BBC catering ladies said, "Do you know, this didn't cost any more than normal food? And it looks so good you'd never know it's healthy". The recipe programmes look good fun, whether you want salads or

fancy timbales. The investigative series is more indigestible, and the biological evidence is not quite as compelling as the team of experts would have you believe - we are shown some enormous African women and then assured that their diet never leads to fat, for example; and other high-fat diets, such as those of Eskimos or some Indians, are not examined. Nor are food additives, junk food, the breakdown of the cultural values of communal eating and the accompanying social stresses.

Voc to the great British breakfast, to Sunday roasts and to clotted cream is the message, and there shall be no more cholesterol. Hooray for fresh vegetables, chicken without its skin, fruit salad and sprouting young beans.

Victoria Neumark



## Pen pals

**CONTINUING EDUCATION**  
Write Now!  
BBC1, Sundays, 6.20pm.

son) has two ambitions: to be a singer with a band and a dentist. This bizarre but fairly convincing family is the invention of Sue Townsend, proving she is not only a Mole factory but also a dab hand at soap scripts that convey teaching points effectively.

The latter were reinforced by well selected interviews, especially in the early programmes. TSB branch manager explained that he was a busy man and did not want lengthy rigmaroles about the family feud that led to the need to notify him of a new address. The infectious enthusiasm Soraya Patrick communicated the joy of newly family letters (reinforced by Gran: "Our Carol writes a lovely letter") and, in programmes yet to come, trading standards officer gives advice on letters of complaint; David Alton MP advises on writing to your MP when you want action on a complicated local matter; and there is further advice on writing letters of complaint, condolence and desire.

The programmes are neat little packages which transmit as much confidence as advice. There is no academic pomposity, such as suggesting there is a correct layout for a "letter to a friend", and only very occasionally does it all fall into the trap of sounding like a scheme to raise Post Office profits.

Teachers who feel that it might have been a valuable classroom aid might like to know that there is a useful accompanying pack. This contains 10 cards offering advice on writing the eight different types of letter covered by the programmes, together with an additional card about the layout of business letters and about first making a rough copy. Copyright on the pack is waived for educational, non-commercial use and it can be obtained in return for three 17p stamps from "The Write Now! Letter Pack", BBC TV Freepost, Blatchley, Milton Keynes, MK1 1TU.

David Self

## MODULAR RESOURCES EDUCATIONAL

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## The Europeans

Your Europe  
An EEC Primary Project for Schools  
Price £9.95

Holmes McDougall, in association with the European Economic Community.

In 1963 when de Gaulle with his famous "Non" said he doubted the political will of the United Kingdom to enter Europe, he was probably right. Were he alive to be saying it now, he might still be justified, and one of the reasons would be that although we've been fully-fledged Europeans for more than 12 years, education for Europe has not made much of an appearance on the curriculum and good materials for schools on the EEC have been a long time coming. But here are some at last.

This pack is designed for mixed ability primary classes, but could be used (and the publishers say has been successfully tested) with children right through the age range from 7 to 13. At just under £10, it's extremely good value, because although there's only one copy of all the printed material, there are 24 worksheet masters which you can use either dry with a roller, or with a spirit duplicator.

Accompanying them are suggestions for their use, and for general strategies for presenting the material, together with background information, and answers. Additional information in the pack consists of

assorted BEC publications, some for children and some for adults, explaining how the Community developed and how it functions. There's a pamphlet on "Scotland in Europe" (the pack is produced in Scotland), and a wall-map of the EEC's member states, regions and administrative units.

For students to cope successfully with the worksheets, you'd need to organize access to the additional material, or present it to them as a class. Otherwise, for your £10 you've got everything you need for something like a term's course. The work is split into two parts, the first concerned with members of the Community and how it operates, and the second dealing with European topics - agriculture, energy, fishing, pollution and transport.

Anti-marketers might with justification label this pro-European propaganda, and of course their views are hardly likely to be represented, but given what de Gaulle would call the political will, this is an impressive package. I particularly liked the EEC booklet "Steps to European Unity", which is a detailed chronology of hopes, problems and progress from 1950. It's a pity that, published in 1983, it now needs updating, but it's well worth including in the pack for its elucidation of what have become historic events. But the project itself will be most use in the classroom; it looks interesting and, what's more, it looks fun.

Jessica Saraga

## notes

### OU COURSES

If you would like to study a single course with the Open University next year, there's time to apply before October 7.

Courses include several that are new, for example "Art in Fifteenth Century Italy", "The Religious Quest", "Statistical Methods" and "The Physics of Matter". There are over a hundred to choose from.

For an application form and "Continuing Education Guide", write to ASCO, The Open University, PO Box 76, Milton Keynes MK7 6AN.

### HISTORY NOT SO LONG AGO

The Education Department of the National Army Museum in Chelsea will be presenting sessions for school groups to complement aspects of the BBC School Radio series "History Not So Long Ago". These sessions will provide some opportunities to examine and handle period artefacts, as well as to undertake follow-up art and written work both in the galleries and back at school.

During the autumn term sessions may be requested on "Soldiers in the First World War". Contact The Keeper, Education Department, National Army Museum, Royal Hospital Rd, London SW3.

## briefings

radio & tv

For schools

### PICTURE BOX

(Mon 9.30, Thurs 10.11, ITV)  
"The Plant" - a strange blend of live action and film animation encourages 8 to 11-year-olds to think about loneliness.

### TIME FOR A STORY

(Mon 9.59, Thurs 9.42, ITV)  
Bill Oddie presents his new series for four to six-year-olds on reading skills. Each programme is self-contained, no preparation is necessary, the stories are illustrated and printed extracts appear on the screen. This week, "One Up" is about Charlie's attempts to "out-boast" Tess. The sound version is available along with the other stories on cassette.

### JESUS

(Monday-Friday, 11.00, VHF4)  
Rosemary Harthill introduces for 10 to 13-year-olds a new series on the life, times and influence of Jesus. Two radiovision programmes set the scene, the following dramas are by Arthur Scholey, and Jesus (Paul Copley) and the Galileans speak in Yorkshire accents.

### DRAMA WORKSHOP

(Monday-Friday, 11.40, VHF4)  
Resource material for dance enthusiasts and specialists teaching top juniors and lower secondary pupils. The first four programmes develop a variety of familiar activities and the last presents ideas for a dance/drama.

### SALUT LES JEUNES

(Monday-Wednesday, 14.00, VHF4)  
New programmes aimed at those who have been studying French for one year. Each is in two parts and involves pupils in a variety of activities in natural and informal French.

### BOOKS, PLAYS, POEMS

(Monday-Friday, 14.30, VHF4)  
A full and unabridged version of Shakespeare's "Twelfth Night" presented in five parts for O-level students.

### SEEING AND DOING

(Tues 11.10, Thurs 11.03, ITV)  
A whole term of new programmes for six and seven-year-olds offers musical experiences to children whose teachers are not specialists.

### ALL YEAR ROUND

(Tuesday, 11.27, ITV)  
A new series of resource programmes to

encourage top infants and first-year juniors to be more aware of themselves and their environment.

### BUSINESS FRENCH

(Thursday-Friday, 14.00, VHF4)  
Designed to help students involved with business studies courses where a knowledge of basic French is required. **CRAFT, DESIGN & TECHNOLOGY 4** (Thursday, 10.45, ITV)

New programmes for the fourth year of this series aim to show the practical application of CDT to industrial production.

### Continuing education

#### 16 UPSHOWCASE

(Sunday, 10.30, BBC1)  
To mark International Youth Year, films and videos made by young people between 15 and 25. Some 50 extracts have been selected by young people from over 150 submitted by various groups, schools and colleges.

#### THE INTERVIEW

(Tuesday, 16.00, R4)  
Margaret Korving discusses interview techniques from the candidates' point of view with two experts who counsel and coach people to find jobs.

## 4

Lines Available For Recording From Sunday 15th September 1985

Approximate Transmission Times

Sunday 15th September  
1.15pm Multinationals For Code D  
1.30pm Heart of the Dragon Re-emerging For Code B  
Tuesday 17th September  
1.05pm Anything We Can Do - Series 11, Right-Heart  
1.30pm Reports For Code B  
Wednesday 18th September  
8.00pm The World - A TV History: End of Old Europe For Code E  
Thursday 19th September  
8.00pm Standing Order: Ten Many Questions For Code C

Friday 20th September  
1.05pm Right to Reply For Code A  
1.30pm A Week in Politics For Code B

Saturday 21st September  
1.05pm I Could Do That, Coping With Problems  
1.30pm Reports For Code B

For more information contact:

GUILD LICENSING

8 Royce Road, Peterborough PE1 5YB

07535 216316

Leila Changaris (07535) 318182



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### Field Study Centres

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**The 1981 Education Act is**

# Beginning

**I**s the 1981 Education Act beginning to quicken the pace of the integration? Despite critics who predicted that the new law would do little or nothing to bring more children with special educational needs into ordinary schools, the Act shows signs of beginning to bite.

The latest available figures from the

Department of Education and Science (*Statistical Bulletin*, February 1985) suggest that 1983, the year the Act came into operation, may be the turning point. For the first time, the number of children in special schools fell by a greater percentage than the population in schools as a whole.

In the year ending January 1984 the

special school population went down by 3.8 per cent compared with only a 2.2 per cent decline in the whole school population for the same 2 to 19 age range. As Will Swann has calculated (see *The TES* report, June 15 1984), during the five previous years from 1978 to 1982 the number of children aged 5 to 15 in special schools fell by

The actual number of children in all English special schools declined from 124,800 in January to 1983 to 120,100 a year later. At the same time the numbers of children attending ordin-

ary or special classes, or special units, in mainstream schools rose to over 48,000 in January 1984, an increase of nearly 27 per cent over the figures quoted in *Hansard* for two years previously.

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hibiting there. Order forms can be completed or inspection copies requested on the spot.

The NARE stand will be located as usual near the exhibition entrance, and it will be possible to buy or order books and pamphlets produced by NARE. More information about the association will be available from London committee members, and anyone wishing to join will be welcome to do so.

The venue of the exhibition once again will be Bloomsbury Crest Hotel, Coram Street, WC1.

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**says Margaret Peters**

These figures, indicating a rise in integration, do not take adequate account of children who remain on the rolls of special schools but spend most or all of their time in the mainstream. So the true extent of integration is probably higher, even allowing for pupils segregated in unattached dis-

Statistics for school populations as at January 1985, available next month, seem likely to confirm this new trend (There is, incidentally, one local education authority which can already claim 100 per cent integration). According to *Hansard* for June 13 th

year the Isles of Scilly have two pupils with statements of special educational needs and both are being educated in ordinary schools).

While the Act cannot take all the credit for this reversal (many integration schemes began well before the new legislation came in), its quantitative legislation seems undeniable. The

The Act's impact on parent participation is evident too. One measure of this is the number of appeals about special educational provision which parents have made to the Secretary of State. According to *Hansard* (Ap-

24), 44 appeals were received in the year ending March 31, 1985, compared with only nine in the previous year. Twenty of these were appeals against i.e.a. decisions *not* to make a statement of special educational needs,

*continued on next page*

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This article reflects views and attitudes formulated over the 29 years from when our first son was born, a time when virtually no thought was given to "partnership" to the present day when "Parents and Partners" is accepted principle if not practice.

Having three children handicapped in different ways has proved some insight into the interaction of professionals and parents. Working with young children with special needs and their families has only reinforced those views and resulted in an intense desire to see the best experiences common to all and the worst common to none.

It is unwise to generalize from personal experience because families, like children, are unique. They have diverse living conditions and financial circumstances; relationships within families vary and people differ in their ability to cope with stress. One thing, however, they do have in common - a sadness that underlies all they do, and they know in most cases, certainly with the more handicapping conditions, that that sadness will be with them for the rest of their lives. It is vital for every professional to remember that each child who is the subject of a proposed Statement comes from a family where this sadness is a daily reality.

The 1981 Education Act ushered in a new era for special education, giving new hopes and expectations to parents. To the professionals on whom Warnock had based descriptions of good practice, and to those who were both parents and professional and had long been aware that parents have a unique contribution to make in assessing a child's needs. It assumed ideally an equal partnership, with the parental contribution carrying as much weight as every other.

But parents now have new rights and new responsibilities for which they have received no training and nor do they necessarily have a background of experience on which to draw. This has opened up a whole new area which has to be tackled if they are to make their contribution as equal partners in the assessment and decision-making process. They may be regarded as amateurs but only in their involvement in the process, not in their ability to assess accurately their child's strengths and weaknesses.

Nevertheless, a policy of partnership should include some consideration of the needs parents have when faced with the daunting prospect of having to cope with an educational system which will not automatically follow the expected, familiar route through mainstream schooling.

The main need is for clear, unambiguous information. It will include information on the range and availability of educational services and provision, on policy, assessment procedure and the parental involvement in these procedures. This then leads to the presupposition that there should be some help with the formulation of parental contribution to the Statement. If there is confusion in the delivery of this information, if it relies heavily on the spoken word, then it can result in distortion and misunderstanding. The only way to overcome this is to ensure that information is provided in written forms, in plain English, easily understood by professional and



## Living with sadness

Pauline Wright, mother of three handicapped children, on the role of parents within an equal partnership with professionals

non-professional alike.

Explanation and amplification is essential if parents are to understand fully what can appear complicated. This all takes time, but it must be built into the process to achieve maximum success. In the case of a child at school, there should already be an established point of contact for parents, and an educational psychologist would presumably have been involved and able to expand the written information. Opportunities will have arisen to ask questions, state opinions and explore possibilities for the future.

With the pre-school child a deliberate policy of information-giving becomes essential. Parents of these children are not always in touch with personnel who can give up-to-date, educational advice. Several home visits may be necessary.

In an ideal world one person appointed specifically for this purpose would be available for families not already receiving educational support. It was gratifying to see that the Fish Committee had arrived at a similar solution in their idea of a family "befriender". Such a person could also become involved where school-home relationships had broken down.

Above all, parents need to be prepared for the initial letter. It is often the first time they have had to face, unequivocally, that in educational terms their child is different. Less difficulty arises here if parents can see a sample letter beforehand. Knowing what to expect results in fewer unnecessary worries. With the formal letter should be the name of a person who would contact the family in the

immediate future. The onus would then be on the authority to give help rather than on the parent to seek it. For some families the difficulties involved in contacting an unknown official can make all the difference between involvement and apparent disinterest. A policy of home visiting gives all parents an equal chance to make their contribution.

The parental contribution was one of the main innovations of the 1981 Act and it was interesting to see among all the literature that parents were given, little indication of what was required of them. Some local authorities issued their own guidelines, but otherwise there was little help. Recognizing this, a working party consisting of Sheila Wolfendale, Principal Lecturer in Educational Psychology, Freddie Green, then Staff Inspector of Special Education at the Department of Education and Science and myself, produced guidelines which have been piloted and are now in the process of being evaluated. Experience has shown that parents welcome such guidelines and the resultant contributions have been of a high standard.

The emotional needs of parents are more varied and difficult to assess. The feelings generated by having a child who is different, either physically or mentally, are so complex that parents themselves have difficulty in analysing or coming to terms with them. However, several aspects of need are more immediately recognizable.

Perhaps the most important lies in the one we all share, the need to be valued, to be taken seriously. Being truly involved in decision-making,

having professionals who convey the feeling that time spent is well spent, who will respond to letters and telephone calls and keep one informed - these are essential.

The need for sympathy and understanding can only be reconciled if the professional has some appreciation of the problems, some recognition of the emotions that parents of special needs children experience.

Finally there is the need for mutual support and approval, an important part of any parent-professional relationship. Parents of special needs children often feel guilty, usually feel they should be doing more, sometimes feel that the fault somehow lies with them. It is essential that the professional should actively seek out the areas in which a parent has been successful and communicate them. If there is self-assurance, then there is acceptance of advice. Aggressive attitudes are often a cover for feelings of inferiority, insecurity, maybe deep unhappiness. A productive partnership cannot exist unless such attitudes can be moderated.

Partnership is not something that will happen overnight. It is a long partnership starting with the first intimation that a child is "special". It may require a shift in attitudes of some parents and some professionals and it may be many years before they see themselves as equals in the assessment and decision-making process. But it can work, in fact is working, and this points the way. It may be an ideal, but an awareness of parents' needs and a willingness to meet them will go a long way towards its fulfilment.

## Ways with words

Children's reading problems; psychology and education. By Peter Bryant and Lynette Bradley. Basil Blackwell 116.50, 0 631 13682 7 £5.95, 0 631 13683 5

The literature of reading failure is enormous, now even extending to countries like Japan once erroneously thought to experience no reading problems in its schools. Any new study therefore should obviously have something radical to say, but although Professor Bryant and Dr Bradley write in a chummy, readable way there is nothing very startling in the research they have to report.

Their main findings suggest it is children's ability to analyse words into constituent sounds that makes for good reading; in other words, something extremely close to tried and tested ideas about "phonics" approaches. More novel is the notion that early experience of rhyme and alliteration has a vital effect on children's later ability to break down individual words. Yet 10 hours of intensive training in these areas spread over two years gave small groups of eight-year-olds only a small advantage in spelling and reading age. It is permissible to wonder whether a quite different input would have led to similar gains, children - like all of us - always being stimulated when the centre of attention. As a diagnostic tool, early skill in rhyming - so familiar in tuning playground chants - turned out to be useless when it came to predicting later reading success or failure.

The authors' other principal suggestion advocates the use of plastic letters in early education, allowing for the type of kinesthetic feedback Montessori and earlier pioneers stressed in their work. Once again results obtained using these with groups of infants were never particularly good, and teachers coming to this book for inspiration may well conclude that their own methods are just as effective. For the sad fact remains that no-one is yet understanding reading failure, nor the way that some backward readers can start succeeding after years of failure - something well described by Richard Church in his autobiography *Over the Bridge*, remembering the specific moment in his life when hitherto meaningless squiggles on a printed page suddenly swam together into identifiable words. But however short on new, relevant research, as a guide to current thinking about the whole issue *Children's reading problems* is lucid and informed, although for readers wondering whether the great psychologist Jean Piaget entered into the hippie stage towards the end of his life, his book *The grass of consciousness* mentioned on page 43 should read *The grass of consciousness*.

Nicholas Tucker

The answers given to the question posed in "Educational Opportunities for All", the title of the Fish Report on provision for special educational needs in the Inner London Education Authority, attracted a measure of euphoric support immediately after publication. Particularly strong was the support from the special education "political voices" for integration. Indeed, the political statement made in the report on the subject of integration is a powerful one.

But what of the answers? Many are indeed unexceptional, and reiterate as one would expect much that graced the pages of the Warnock Report and much that a number of local education authorities have already instituted.

The committee was charged with reviewing the range, quality and coherence of provision. The range - wider in this authority than in any other - is efficiently set out to include descriptions of provision and services for children under five, arrangements in primary and secondary schools and colleges, together with a wide range of full and part-time units, advisory and peripatetic teaching services, day and boarding special schools, provision in hospitals and social services' establishments. A variety of other services are seen to make important contributions including the school psychological service, social work, welfare and health services. Undoubtedly the sheer size of the ILEA poses one of the greatest problems for the authority.

There is a long history of special education within the authority. It was indeed a pioneer in the provision of many of the services, which have developed in response to changing attitudes and conditions. It is not surprising, therefore, that the picture so described lacks coherence. This is but a reflection of the national response - a national system of education locally administered. Without very clear authority policies, without effective monitoring, dramatic variations in practice and indeed of quality of service are inevitable.

One of the major impacts of the report is its effort to achieve a degree of coherence. The report's success in this area has of itself created a major problem. Without further enquiry into the third element of its remit - quality - it could be relegated to being simply an administrators' charter.

What then of the remit to review the quality of provision? It is here that the reader begins to peer through a glass darkly with the committee proceeding often by implication or through the posing of questions. Just how prevalent was the lack of written curriculum statements indicating specific stages of progress or the lack of effective classroom organization? How are the advisory and support services including the school psychological service and inspection, presently deployed and how effective is their intervention and support?

It has to be accepted that the timescale was against the raising of such issues. However, a review of quality was part of the remit and there should have been a much firmer statement of future action by the authority.

The heart of the matter must be a consideration of the curriculum. If that is inadequate or indeed if access to it is prevented by inappropriate delivery then the aims of education, however succinctly stated, will not be achieved. While it is accepted that *Educational Opportunities for All* must be related to the reports on primary and secondary education in the authority (Thomas and Hargreaves), both of which touch on issues of importance to the effective meeting of special educational needs in mainstream schools, one is left with a strong feeling that the fundamental net has not been firmly grasped. That nettle of course, the nature of the curriculum. The reader may well be left with the uncomfortable feeling that there is an implied acceptance that the existing curriculum in primary and secondary schools is an enabling one so that given improved access to and greater co-operation between departments, schools, phases, support services, all will be well. There would appear to be a significant hiatus between the re-statement of Warnock's special educational philosophy that the aims of education are the same for all pupils and the committee's strategies for improving the administrative and professional support framework.

We are slowly accepting that a significant number of special educational needs, especially learning difficulties, result from the nature of the curriculum and its delivery. Allied to this is the deep-seated view of many

## Administrators' charter?

F H Green considers the Fish Report

professionals that the onus for learning failure lies heavily with the pupil and his family. While the development of a "whole school approach" may help to overcome some of the difficulties, surely it was the duty of the committee in its review of the quality of provision to have laid down, at the very least, firm guidelines within which schools could evaluate their existing curriculum and consider how best to deliver it?

For many years now the education services in many L.E.A.s have wrestled with improving continuity between phases and between departments and schools. The concept of clusters of primary, secondary and special schools is an attractive one but in its promised consultation the ILEA would do well to actively seek out and study such arrangements in other authorities - the uniqueness of the ILEA seems sometimes to have precluded it from looking closely at practice outside its own boundaries.

The potential mini-bureaucracy of

the proposed Divisional Management Group will require great sensitivity on the part of all. Schools are unique and many owe their success to the exploitation of their unique qualities - coalitions have a reputation for achieving the lowest common denominator.

Despite Barness Warnock's recent castigation of parents, it is good to see that parents and their role, and more importantly their contribution, are a central feature of the report. It is, of course, dispiriting to learn that in yet another authority there is some confusion over the quality and quantity of information provided and that parents frequently have difficulty in balancing the views of different professionals even when they concur. The confusion over roles, particularly that of the educational psychologist, is longstanding and the relative failure of the 1981 Act to remove the educational psychologist from the gate-keeping role is unfortunate. One indication of failure to involve parents in the

parent/professional partnership is to be found in the report's use, as a chapter heading, of "Who Speaks for Parents?"

While there are parents who will experience difficulties in relating well, if at all, with some professionals, the basic supposition that parents need a "befriender" would appear to put them into a disadvantageous position. Surely a better basis for involvement would be the provision of an independent service, to which all parents have easy access. They could then grow in confidence knowing that they are in possession of clear unambiguous information about the adequacy or indeed inadequacy of service process and provision.

The voluntary bodies clearly have a role here and indeed The Spastics Society is endeavouring to establish a national and regional information and advice service. The society clearly recognizes that this is an area where voluntary bodies could actively co-

operate. Parent Advice Centres, now well-established in, for example, Massachusetts should be established co-operatively between voluntary and statutory services.

As one who has been actively involved in the development of further education opportunities for students with special educational needs, it is interesting to note that the majority of recommendations relating to FE were clearly enumerated some seven or eight years ago. Indeed credit must be given to those colleges in the ILEA which were to implement those early endeavours to implement those early principles. What of the future of the report? The authority has welcomed the report and has said that consultation with a wide range of people will take place.

Despite some clear reservations the report has much to commend it and its very existence will provide a focus within the authority. It will promote discussion and will give officers of the authority considerable guidance, but its ultimate success will demand substantial changes in attitude from many teachers, schools and indeed the whole educational community if the title *Educational Opportunities for All* is to become a reality and not just another political slogan.

F H Green is Director of Education of The Spastics Society.



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## Children With Special Needs

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By Cliff Cunningham and Hilton Davis

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October 1985

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## Beginning to bite

continued from previous page

percentage of school children with statements of special educational needs is up to 9 per cent in some areas. Local authority procedures for assessments and statements have now improved and written reports on children's needs required under the Act from the three advice givers, the teacher, doctor and psychologist, are often more detailed and - sometimes - more intelligible than before. Most I.E.A.s are now reported as having "got their act together" despite the reluctance to come together for multi-professional assessments.

So far the Act has had far less influence on provision for the wider group of children who need special educational provision at some time in their school careers, the so-called Warnock 18 per cent. They are still being left on the sidelines while part in pre-school training or primary school reading programmes and whose new-found knowledge and confidence will not stop short of the 1981 Act.

The Act has also made its mark on assessments of special needs. More children than before are being assessed and the percentage for whom subsequent statements are being made is well beyond earlier expectations. According to one DES estimate, the

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introduced into schools.

If these four trends are brought together - integration, parent participation, more assessments and statements, new curriculum initiatives for the lower ability ranges - a tentative forecast can be made.

There will be a continuing movement, accelerated by more assessment and rights-conscious parents, to integrate more children with special educational needs into ordinary schools - schools which, in future, should have more appropriate, practical and vocally-oriented curriculum for many of the minority with more acute learning difficulties as well as for the so-called 18 per cent. Insofar as the curriculum has in the past been a main cause of many children's learning difficulties, fewer children will need formal statements of needs in future - and money swallowed up in labour - and time-intensive assessment and statement procedures can be diverted to increase the general level of mainstream support for children with learning difficulties.

Whether or not the above prediction comes true will depend largely on how human and financial resources are spent. If it does, the 1981 legislation will not, as cynics have claimed, merely have been "putting on an act".

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## Specialized resources

John Bald visits The National Library and Information Centre for the Handicapped Child

important area of concern and anxiety. Beverly Mathias has adopted a pragmatic approach, based on developing a collection of materials and techniques which can be helpful to children without involving the Centre in issues of assessment and definition which would be beyond its scope. Ideas, some of which have come from children's own efforts to solve their problems, include large-print books and low-vision aids, which are designed for partially-sighted people but can help some children to perceive words and letters more clearly by isolating and magnifying them. The Centre is also keeping abreast of a variety of research projects.

This combination of information and resources is at the heart of the Centre's work, but it will clearly take some time to build up. Some of the most basic texts, such as Dorothy Butler's *Cushla and Her Books* and Grace Fernald's *Remedial Techniques in Basic School Subjects* are out of print and may even be difficult to obtain through libraries. *Cushla*, however, has recently become available once again, if at over three times the price of the original edition. Hodder and Stoughton may yet be persuaded to publish a paperback edition in this country at a more approachable price, which would be invaluable as *Cushla* has almost certainly been more influential in broadening the reading experience of handicapped children than any other book.

One of the Centre's main aims will be to identify and promote books and materials which are readily available,

but which may not be obviously relevant to special needs. An example is the work of *Cover to Cover Cassettes* (Dene House, Lockeridge, Marlborough, Wiltshire), a new company which offers superbly-read, full-length versions of children's books as well as classic novels and stories. The company was founded out of frustration at the proliferation of abridged versions of important books, but happens also to fill a gap in provision for people with a variety of reading problems. In some cases it may simply make the full dimensions of a novel more accessible to a person who finds sustained reading uncomfortable, but the general absence of sound effects and the pace

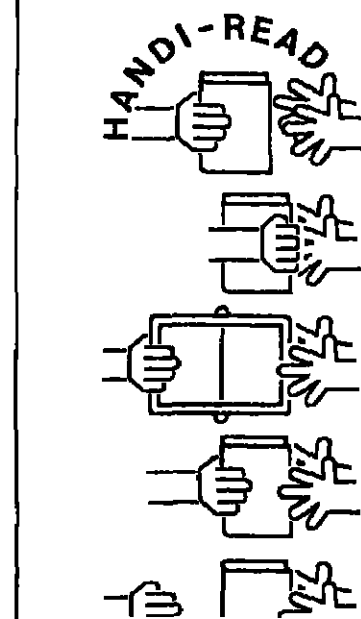
and clarity of the recordings have also made the cassettes useful to some partially-hearing children. A full-length novel, such as Jane Ispahani's reading of *Emma*, which runs for 16 hours on 12 cassettes, may cost £25-£35 plus VAT, but single tapes are cheaper. Martin Jarvis's version of *Plut* Stanley costs £3.47 plus VAT.

Publishers have given the Centre a generous and comprehensive collection of children's books and reading materials, including friendly accessories such as the glove puppets from *Bangers and Mash*. It is also investigating videos and computing equipment. The Centre hopes to encourage the development of appropriate materials by establishing its own links with publishers and by endorsing suitable books and resources with its *Handi-Read* logo. There is a particular shortage of books designed for mentally-handicapped adults and adolescents, and the Centre has endorsed two specially-written books from Collins. *Jane Shops at the Supermarket* and *Jane Telephones her Friends* (£2.50 each), which are heavily illustrated and printed in large type, although the books' photographs have had to be printed in black-and-white instead of in colour to keep down cost. Even then they may be of little help to those adult training centres which have no budget for books at all. The logo also appears on lists of recommended books and materials, such as *Seeing Clear*, a selection of resources for partially-sighted children which is written by Margaret Marshall and published by the School Library Association at £3 (£2.50 to members).

Beverly Mathias hopes that the Centre's specialized role will make it a focal point for new developments, which it can then pass on to other libraries and Reading Centres, and wants to establish a close working relationship with teachers "to find out what doesn't work". In the end, therefore, its success will depend not only on its ability to provide specific and helpful information and recommendations, but also on the demands which it has to meet. My own visits have so far introduced me to at least two important items - the *Scribble Screen* and *Cover to Cover* - and have provided a good deal of detailed and useful information.

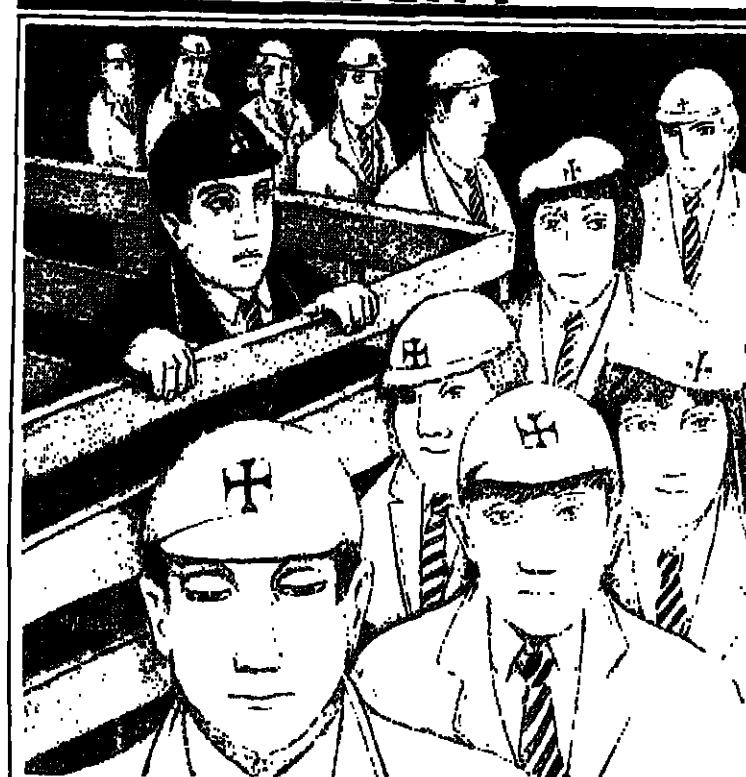
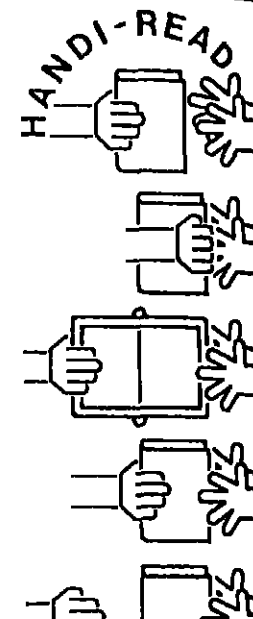
The National Library for the Handicapped Child is at Lynton House, Tavistock Square, London WC1H 9LT (tel. 01-387 7016), and is open from 10am to 5pm, Monday to Friday.

\* *Cushla* is available from Images, 16 Cecil Court, Charing Cross Road, London WC2 at £15 (£12 paperback) plus £1.50 p.p.



The National Library and Information Centre for the Handicapped Child occupies a large, bright basement room in an office building in Tavistock Square, not far from the London Institute of Education. Everything in it, from the paint on the walls to its books, has been donated, including a modified and extended IBM Personal Computer and an interesting set of white leather armchairs. The Centre is brand new, founded by the Enid Blyton Trust for children in conjunction with its consultant, Margaret Marshall, and is staffed by Beverly Mathias, a librarian who is also a professional story-teller, and her assistant, Julie Branthwaite. Since its opening in April by Susan Hampshire, they have been fully occupied in cataloguing and assessing materials and in developing strategies for dealing with enquiries, many of them from parents worried about dyslexia.

If this is not necessarily the emphasis the founders had in mind, it has at least involved the Centre immediately in an



## Off-site, out-of-mind?

Mel Lloyd-Smith on the reaction against special units

The phenomenon of pupil disaffection, particularly among those in their final years of compulsory education, has become a familiar feature of contemporary schooling. Its expression in the form of truancy, classroom disruption and aggressive defiance calls for an emphatic response and during the past 10 years an increasingly popular response has been consignment to an off-site special unit. The dramatic growth of this form of provision and of the new category of pupil it serves is now well documented. There are signs, however, that some local

of the school-leaving age, changing social values, political influences, economic restrictions, shifts in teachers' professional ideologies. But in this authority, as in many others, it has been observed that some schools, though subject to the self-same influences as others, apply the label of disruptive or disaffected infrequently and rarely resort to exclusion. This fact suggests that certain schools have been quick to choose the segregated unit, once it came into being, as a means of dealing with some pupils who, though difficult to handle, would hitherto

'... certain schools have been quick to choose the segregated unit... as a means of dealing with some pupils who, though difficult to handle, would hitherto have remained in the mainstream.'

education authorities are beginning to reconsider the appropriateness of this form of provision and to seek alternative strategies which perhaps accord more closely with the intentions behind the 1981 Education Act, whose philosophy discourages segregated special provision and whose procedures imply a higher degree of accountability regarding special provision than has formerly been required.

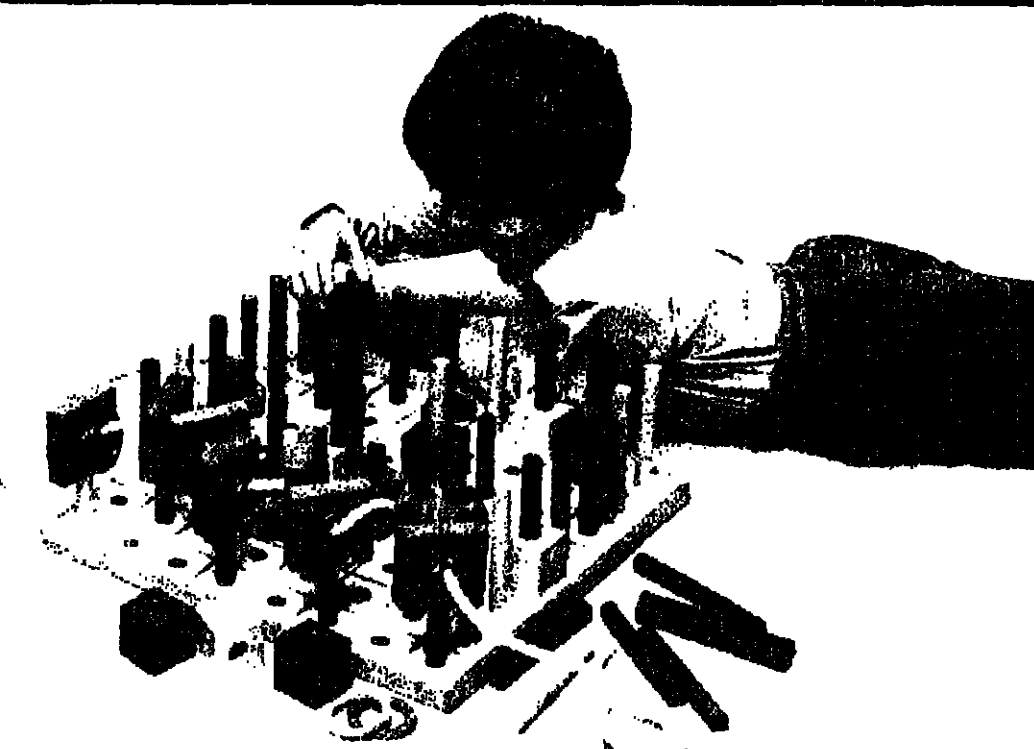
A disquieting impression sometimes gained when looking at current provision for disruptive pupils is that off-site units, despite the principled and strenuous efforts of those who staff them, are mainly in the business of containing troublemakers rather than meeting the special educational and welfare needs of pupils with problems. It is also difficult to escape the impression that the institution of a system of alternative education centres has itself contributed to the increase in disaffection in the sense that it has permitted a redefinition of certain forms of problem behaviour.

In one Midlands education authority three units were set up about 10 years ago to cater for the increasing numbers of suspended pupils. At the same time three "guidance centres" were created for the temporary and short-term placement of pupils who were in danger of becoming suspended. The expectation was that this measure would reduce the need for headteachers to resort to suspension so frequently. Ten years later, however, the suspension rate has risen by 230 per cent, the guidance centres are taking suspended as well as "pre-suspended" pupils and a fourth suspension unit has been opened. The secondary school population fell during this period by 17 per cent.

There is no doubt that numerous factors have conspired to bring about this situation - changes in the organization of secondary schooling, the raising

continued on next page

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## Man for the middle way

Joan Freeman reviews "Special Education: The Way Ahead" by John Fish

Special Education: The Way Ahead. By John Fish.  
Open University Press £6.95 and £8.00

The principle conclusion of the Fish Report, *Educational Opportunities for All*, that children with special needs should be educated alongside other children, makes sound psychological sense.

John Fish, ex HM Staff Inspector for Special Education, has published his personal, humane overview in *Special Education: The Way Ahead*. It is a comprehensive work in straightforward language, and only half the length of the official report. His theme is that special education is relative, 'a variant of ordinary education, not a different kind'. The handicapped have "more general human needs in common with other children than they have different ones". He suggests a change of perspective about the handicapped. When you stop looking at them as in need of protection, and raise your expectations of what they might do, by taking a flexible and individual approach, then teaching practice and arrangements can become more productive.

It is strange, however, to find special education referring only to children of below average abilities. It has become a common euphemism for handicap which distorts the simple arithmetic of life. Children who are way above average are not included in this category, though they too have need of special provision in the normal classroom. Indeed, Fish notes that by stressing the highly academic at the expense of social learning, the strengthening of selective education, "may have adverse effects on children with special educational needs", and that can include the gifted.

There is little which can be identified as a coherent pattern in styles of provision. They vary for example, from co-teaching, peer-teaching, provi-

sion, whole school approach, withdrawal and, indeed, to the still needed special schools. There is, however, a common concern for the educational involvement of parents. They are particularly important, not only for helping with obvious handicaps, but for the early detection of more subtle learning problems. Intervention from the early months gives a proven advantage.

Respect for the handicapped also means provision for their lives after school, including continuing education. As the handicapped have moved out of medical-institutional into educational care (the legislation only finalized in 1981), the old idea that they should be trained (like teachers) has been almost entirely replaced by that of an enabling education resulting in personal choice for the handicapped. As Fish points out - "It is not the acquisition of skills necessary to specific jobs which limit employment prospects. It is inadequate social and life skills." Advancing technology affects the lives of the disabled in both positive and negative ways, but Fish feels that the advantages of improved communication far outweigh the disadvantages of reduced employment opportunities.

John Fish is a man for the middle way. Neither the competitiveness of the right, nor the lack of individual tolerance of the left, appear to offer the respect for the "worth of all individuals", which the handicapped so desperately need. There is neither a single umbrella organization for the handicapped, nor one for professional jobs which help them, so that energy and effort are often wasted. The best cure is of course prevention: better maternity services and genetic counselling. But the trend is to downgrade, not improve them.

As Fish says "The agenda for special education is formidable", but he warns, inspector-like, that we first need to think carefully about how to spend our scarce resources; then suits his words by setting out clear principles to work from.



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A new term, a new year. Another opportunity to make a fresh start armed with the zest and idealism generated by a reprieve from the classroom and the remnants of a summer. What is this year going to hold for those using or considering using micros to help children with special needs?

Last year was either the year of the database or "there may be lots of it, but it's pretty awful" software criticism. My prediction is that this year the buzz word will be "evaluation"; used not, as is currently the case, meaning software, but of the total implications of using new technology. Other key words will be "teaching strategy", "child/program interaction" and "process", and there is probably still mileage in the "wider curriculum".

The main reason for this shift in attitudes is that we have been long on enthusiasm for long enough. With a few exceptions we no longer have to convince sceptics of the value of using the new technology. We have got case studies of withdrawn children developing a learning enthusiasm undreamt of by their teachers; of so-called non-readers forgetting the meaning of the label when working with others on a challenging task; and of non-communicating children gaining fluency with wordprocessors. The task now is not to show "that" but to show "how". A further possible reason for introspection is that the end of the Microelectronics Education Programme marks the end of a phase, and an assessment of where we have got to is a natural next step.

If the buzz word for the next year is evaluation, what does this mean in practice? Four aspects (and this is far from comprehensive) are worth considering:

● The need to acknowledge that it is the interaction between the child, the teacher, the program and his/her peers that is important (some work, eg by ITMA – Investigators on Teaching with Microcomputers as an Aid – at the College of St Mark and St John, has been done and this needs to be built on);

● The need to look at the institutional context;

● The need to take some of our more global claims (eg that new technology can help widen the curriculum) and provide specific information about how this can be achieved;

● The need for the post-MEP structure to be geared to thinking and refining the message as well as promulgating it.

In the early days of educational computing we talked about programs. Recently we have talked about what children learn from using various programs. Now the other actors (ie the teacher and the child's peers) must also be brought into the account. However, as soon as we view the interaction between the child, program, teacher and peers as determining the value of the educational experience, life becomes more complex. We can no longer talk about good and bad programs *per se*. What we can do is point out programs that can be used in different ways by the teacher according to the teaching strategy he wishes to adopt. In the past we have encouraged the use and production of "content free" software. Maybe the better term is "strategy free".

## Off-site

continued

It is possible, then, that among the population of off-site units, on the one hand, pupils whose exclusion from mainstream education with its wider range of curriculum and other opportunities was not an absolute necessity, and, on the other, a few whose condition and circumstances are such as to require a different form of assessment and regimen from that available in the often modestly-resourced units.

For the former and no doubt larger group, a more satisfactory approach to the problem it poses is promised by a number of recent initiatives. Several local authorities have been developing strategies which entail minimal, if any, use of off-site units. These involve peripatetic support teams which provide a range of services including assessment, individual tuition, counselling and home visiting. Their main object, however, is to assist the mainstream school staff in developing their own procedures for dealing with intractable behaviour within the school and their role is as much concerned with prevention as with crisis intervention.

To take an example of the difference, the spelling program *An Eye for Spelling* could be described as content free, as new words can be put in by the teacher. But the teaching strategy implicit in the program is that spelling is improved by the look-cover-write-check approach, and this strategy remains whatever words are used. The program is probably one of the best spelling programs available, and meets our preference for content that can be tailored by the teacher. But it does not allow teachers to choose a teaching strategy appropriate to the needs of the child.

Compare this with a simple word-processor such as *Prompt 2* (freely available as a MEP blue file), which allows the teacher to structure the learning experience so that it can meet the needs of individual children. It can cope with the child with a fear of failure as well as those with more confidence; it can accommodate different styles of learning and the locus of control can be the child or the teacher, depending on the task. In the special needs area probably the greatest use of micros is going to be with strategy-free software such as this. It is the only way in which individual learning needs can be adequately met.

But if we accept this statement, we

## A new buzz word

Mary Hope on the need for EVALUATION of the use of micros



must also note that content or strategy-free programs require more time for teachers to become familiar with them and opportunities to consider how best they can be used and to prepare resource material to support them. It may be necessary to add that although it seems that strategy-free software will be the backbone of the effective use of computers with special needs children, there will always be the need for dedicated programs to support particular areas of the curriculum. The question is not whether to use them but when.

The recognition that it is the interaction between the teacher, child, program and peers may tempt us to give the excuse that while a comprehensive theory of learning is lacking, we will have difficulties in analysing what is happening. A more exciting conclusion is that we need software that can maximize the range of teaching strategies open to teachers and give them the opportunity to develop these.

There may well be an opportunity cost involved in introducing microcomputers into the classroom, in what else could the teacher have done with that time/energy/enthusiasm? Another institutional problem is how dependent is the microelectronics intervention on the skills of a particular individual or could it be taken on by new teachers? On balance, there is undoubtedly institutional benefits in the shape of renewed staff morale and a major impetus for curriculum development.

There are a number of global claims that need to be analysed to establish their details and limits. One is the assertion that micros can help to widen the curriculum of children in special education. It has for some time been reported that one of the weaknesses of the special education curriculum has been its concentration on basic skills. Can micros help the teacher to give the child a wider learning experience? There may be three ways in which this could be possible:

● Through the use of "strategy-free" software

An interesting example of this was recently developed by a Cwyd teacher on a training course at the Manchester SEMERC. Using *Touch Explorer* (MEP blue file software), a plan of an Elizabethan cottage is placed on the concept keyboard. By pressing parts of the overlay, information is revealed about the furniture and way of life of the occupants. This can be followed up in various ways, including some prepared questions in the bottom corner of the plan.

An exciting aspect is that the children can also prepare the overlays and files. But we need to learn much more about how best to use this approach and how it changes what teachers and children can do. We are still at the stage where it seems like a good idea, rather than proven practice.

● Through the imaginative use of adventure games

There are several reports of teachers extending the use of *Granny's Garden* into drama, art and environmental science. Is it that the program has so much to offer that it is hard to do with the way children learn that has made these new avenues possible? Or are they not "new avenues" in which case it could be argued that this very

continued on next page

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## Integrated day

by Nick Baker

who take up sport often get beyond the dabbling stage and can excel, even in competition, against the able bodied.

This was again proved out on the running track where Graham Salmon showed groups how blind athletes overcome their disability. Graham, whose triumphs are chronicled in the *Guinness Book of Records*, is an international competitor against blind athletes, and occasionally against sighted ones as well. In the 100-metre sprint, he runs solo, responding to the coded calls of his wife Marie, which keep him running straight. In the 400 metres, he copes with the curves of the track by running linked at the wrist to a sighted athlete. His problem is finding such a sighted partner who can keep up with him. At Northwood, his partner, appropriately enough, was Robert Gordon, who portrays Graham in *A Race to be Seen*. Sixteen-year-old Robert, no mean runner himself, is still far outclassed by Graham's speed in the event.

One possible criticism that might be made of the day at Northwood is that it devoted an inordinate amount of time to the problems of the blind. In a way, blindness is the simplest disability to examine and simulate. The balance was redressed, though, in other areas. One group of pupils were completing a survey of the accessibility for the disabled of the local shopping parade. A map was created, on which various symbols (representing complex layout, lack of ramps, narrow doorways and so on) were drawn. The fourth year cartographers, drawing from data researched by first years, were outraged at the lack of facilities for the disabled – certainly more so than had they simply been told that many of the local shops were "no go" areas for wheelchairs.

It was the process of experiencing problems rather than listening to them that was a useful feature of the day. Watford TIE, rather than performing, devised drama sessions in which this experience could be even more personal. By asking groups to imagine they were making documentaries or feature films about disabled people,

they were able (with varying degrees of success) to look at the superficial image many people have of the disabled. It's often very telling watching how pupils in drama lessons depict people with disabilities. Sometimes – usually because of pupils' understandable laughter at their attempts to be deaf, or have a missing limb – it's difficult to see where "honest" acting ends and mimicry-taking begins.

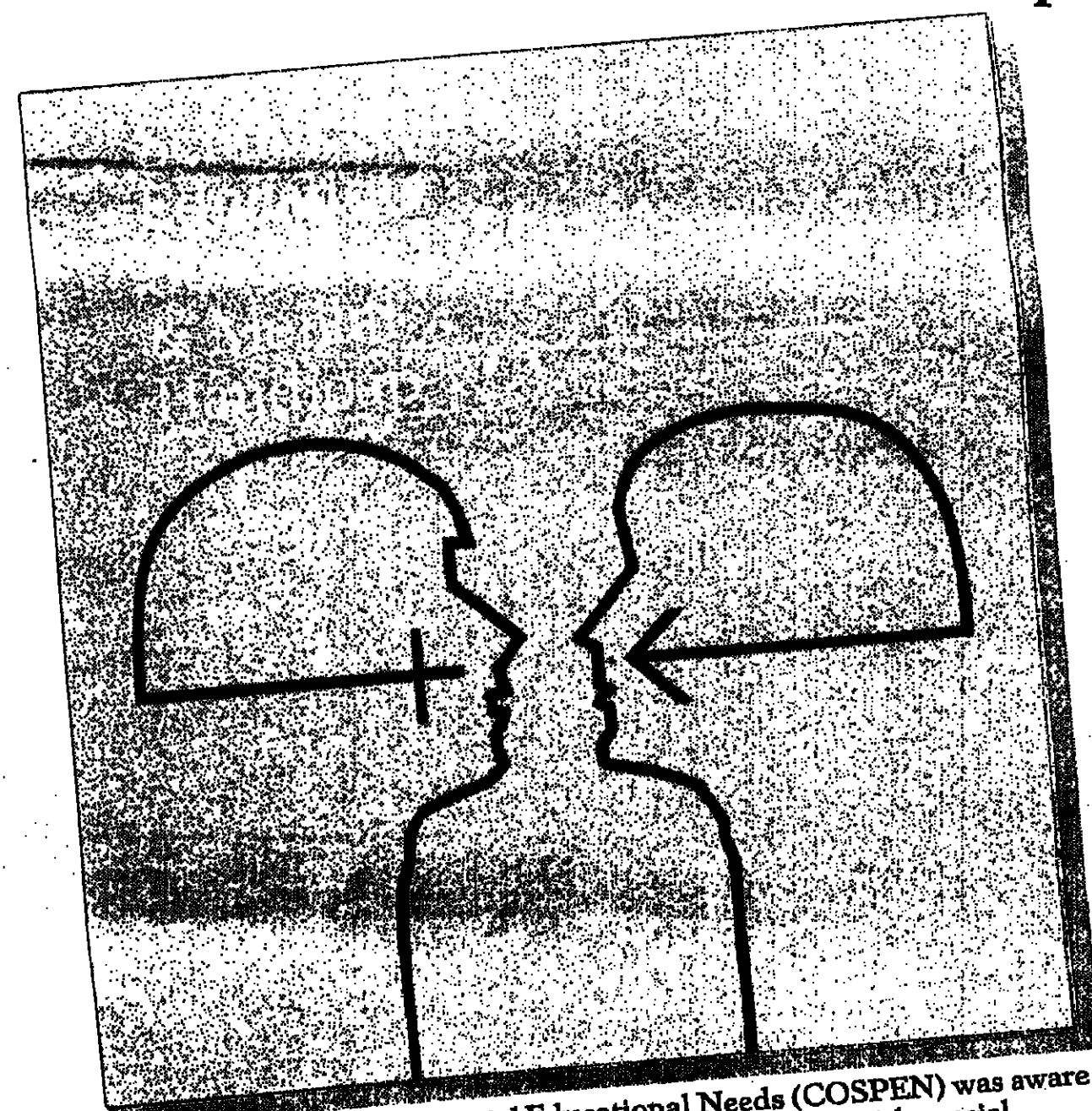
The pupils who got the most out of the day were probably not the ones who were in the school, but those who went out visiting day centres, special schools and homes. As far as integration goes, all these pupils returned unanimously in favour. The girls that visited the local integrated junior school had it brought home to them that not all disabilities are immediately visible. People with epilepsy or heart disease still have special needs. One group who visited a day centre for physically and mentally handicapped adults reported that prejudice isn't always expressed by the able. They

continued on next page



Graham Salmon (right) running with Robert Gordon

## For those concerned with educating children and young people with mental handicap.



The Committee on Special Educational Needs (COSPEN) was aware from its first meeting that within the education of pupils with special educational needs, one particular concern was the educational aspect of sexuality and handicapped children. Liaison was established with the Scottish Health Education Group which set up a working group with COSPEN representation to prepare a report which aims to provide assistance for teachers concerned with sexuality and pupils with mental handicap.

Issued by the Scottish Health Education Group.





EXTRA

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TES 3/9

**LEARNING AGAIN... A Guide to Helping Dysphasic Adults with Basic Communication Skills** is intended for tutors who are attempting to help dysphasic adults to regain their basic communication skills. Price £2.20 plus postage.

**DEVELOPING COMMUNICATION SKILLS — An Ideas Handbook** of work with Mentally Handicapped Adults offers practical ideas for developing the listening, speaking, reading and writing skills for mentally handicapped students. Price £1.50 plus postage.

**LITERACY AND PARTIALLY SIGHTED ADULTS: An Introductory Handbook** provides information and advice to help tutors adapt their teaching approaches to meet the needs of partially sighted students. Price £1.50 plus postage.

**WIDENING HORIZONS — A handbook for Literacy Tutors working with Spastic Adults** offers background information on some of the problems that face spastic adults and gives a number of ideas on ways of tackling common learning difficulties. Price £1.00 plus postage.

**VIEWPOINTS No. 2: Special Needs** the second in a series of occasional papers on specific topics in basic education, this issue includes articles on: Literacy and the Visually Handicapped, Basic Education Work with the Mentally III, Special Provision for the Deaf, Education for Spastic Adults. Price 85p plus postage.

All the above publications are available from ALBSU, Kingsbourne House, 229-231 High Holborn, London WC1V 7DA. Telephone: 01-405 4017.

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Adult Literacy & Basic Skills Unit

## "Special Needs" on Video

We distribute material for education on film and video and hold a number of ILEA produced videos featuring children with special educational needs.

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Gerrards Cross, Bucks, SL9 8TH

Tel: 0297-4433

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**Working with Parents, A Practical Guide for Teachers and Therapists.** By Roy McConkey.  
Croom Helm £9.95 0 7099 3543 0  
**Parents, Professionals and Mentally Handicapped People, Approaches to Partnership.** Edited by Peter Mittler and Helen McConachie.  
Croom Helm £8.95 0 7099 1797 X  
**The Costs of Caring, Families with Disabled Children.** By Sally Baldwin.  
Routledge & Kegan Paul £17.95 0 7100 9882 0

Parents who give life to a handicapped child, and professionals who devote their lives to helping such children, would seem to have every reason to be closely allied. Both, after all, share the same objective. In reality, there are huge barriers to productive cooperation. Professionals are threatened by parental involvement. Parents are excluded from decision-making regarding their own child. Therapists, teachers, community workers, see their work thwarted by non-motivated parents. Parents who have become highly experienced experts in their child's particular disability, resent the intrusion of officially-trained experts who are only doing it as a job. This is a delicate and complex area, carefully charted in two convincing studies whose aim is to promote a better, more constructive working relationship between parents and pros.

But first, they must solve the key question: Why are there barriers and why should it be worth breaking them down? Answer: "We have found no better way to raise a child than to reinforce his parents' ability to do so." (Croom Report).

Roy McConkey's Working with Pa-

rents, is presented with evangelical zeal. He exhorts, cajoles, jokes. He enlivens his already lively text with material both from standard research sources and quirky quotes from Epicurus (Greek philosopher, Second Century BC) to Kurt Vonnegut. And, having persuaded his reader of the importance of joining the crusade, he goes on to explain how to organise courses, handle people, use video and, above all, how to cope with impossible parents. Finally, he reveals his "day-dream" that one day "All teachers and therapists will come to regard work with parents as an integral part of their job, and not as an extra" and that "all parents will be offered the opportunity to be involved".

*Approaches to Partnership* offers a broader view, being the collective outcome of a European Seminar held in 1981 at Manchester University. Practising what they preached from the start, each of the nine participating countries sent a professional worker who was partnered by a parent. The parents were nominated first. These 11 parents, plus additional material by two editors, raise many important issues about parental involvement in a team, discuss practice in other countries, and reveal some of the failures or disadvantages of a collaboration policy. For example, mentally handicapped children, just like the other sort, often try to keep school and home lives separate, maintaining different identities for each. So, to what extent will too much parent/teacher partnership endanger this small personal freedom? S. Rheuborn's contribution, "Handicapped Child or Tax?" is a wise and witty look at discrimination, starting from the observation that, even the so-called bonus of free trans-

port for special school pupils causes social stigma. Although *Approaches to Partnership* is a professionals' handbook, it is useful for interested parents as an aid to understanding the parent viewpoint and as a reminder that parents do have something important to offer as carers and educators. Indeed, many parents probably will read it for, according to Dutch and Swedish delegates at the Seminar, British parents are keener than Europeans to become involved in the welfare of their handicapped children.

Some of Sally Baldwin's thorough research (DISS funded) into *The Costs of Caring* is harrowing reading, not because of any graphic accounts of medical disorders, but simply because of the relentlessness of many families' struggle to survive. There is, in addition, the humiliation many families must still endure during the crude assessment procedures for such benefits as attendance allowance. The "costs" of the title refers as much to emotional and marital toll as to economic cost. Some of the families were facing a future that was "overwhelmingly bleak". Yet few, among either rich or poor, admitted to feeling any entitlement to help. However, most agreed that better supporting services would be more welcome than bigger cash hand-outs.

Baldwin concludes that any substantial improvements in practical services in the immediate future are unlikely because cash support is politically more feasible.

This sombre study needs to be read by all who are concerned, in however small a way, with policy-making affecting disabled children.

Rachel Anderson

## Mental health care

**Mental Health Care and Social Policy.** Edited by Phil Brown.  
Routledge Kegan Paul £25. 0 7100 9899 5, £12.95 0 472 8.  
**The Disabled State.** By Deborah A. Stone.  
Macmillan £20 and £7.95.

*Mental Health Care and Social Policy* is a reader in which a series of papers on different aspects of a common theme have been edited by Phil Brown. It is in four main sections — historical and conceptual concerns, the changing mental health system, providers and treatments and alternatives to traditional mental health services. Although primarily concerned with policies and practices in the US, it includes experiences elsewhere, particularly in China and Italy.

The first part charts the growth of asylums and mental hospitals, drawing parallels with UK legislation and experience, and contrasts aspirations and practices. It concludes with an analysis of cyclical efforts to reform services since the beginning of the century. The tension between hospital and community services is well illustrated as is the continuing social demand for long term custodial provision because of the lack of properly resourced alternatives.

The next section begins with a

discussion of the basic data available, the results of the trend towards community care and the provision of psychiatric services in general hospitals. By 1972, 64 per cent of admissions to psychiatric hospitals were readmissions and one estimate suggested that between one half and three quarters of these could have been avoided if community facilities had been comprehensive. Topics discussed include the fragmentation of mental health services and the gaps in coordination where other welfare, housing and social services are not always active in helping to support mental health problems within the community. All too often the buck is passed to the hospital. The section concludes with a review of patients' rights, court decisions and the administrative response to legally defined rights to treatment.

"Providers and Treatments" discusses psychiatric training, the validity of psychiatric testimony in legal cases and the widespread use of drugs without sufficient regard to side effects. In the final section, alternatives include self help groups, a description of an active community mental patients association, a paper on feminist therapy and descriptions of developing services in China and Italy. It also includes a review of research comparing hospital admission to other regimes.

This is a challenging, integrative and

forward looking selection of papers. The subjects addressed are topical and provide a valuable contribution to the field.

*The Disabled State* looks at disability from a political viewpoint. Recognising many changing definitions of disability the one used as a basis for the study is that disability "is a formal administrative category which determines rights and privileges". The starting point is that all societies have at least two distinctive systems, one based on work and one on need. The boundary between the two is expressed against a background of increased pressure to increase eligibility.

There is an interesting account of the origins of the disability category, disability as a clinical concept, restricting access to the disability category, pressures for expansion and the political dynamic of disability expansion. The search for objective criteria to determine categories, the pressure from individuals, doctors, courts and politicians to increase eligibility against a less favourable economic climate are all set out in an uncluttered way which makes arguments easy to absorb.

For those seeking to improve opportunities and conditions this account is an important one.

John Fish

## Integrated day

continued

seen how in at least one case, the "less handicapped" regarded themselves superior to the "more handicapped". What all the pupils who undertook outside visits agreed most strongly on was that the disabled don't want pity, they want justice. At least one of them, as a result of the experience, is now considering a career in the caring professions.

As a culmination to an exhaustively eventful day, the school's production of *A Race to be Seen*, with Graham Salmon in the audience and patently enjoying every word, seemed very appropriate. The play is straight biography punctuated by song and

illustrated by projected photographs of Graham's family and sporting life. We see his family coping with the news that he would never see, the defiant independence natural in sighted little boys but extraordinary in one who had no sight. We watch Graham's eventual school life. He was kicked out of Worcester College for the Blind for running his own little gambling business in which he placed bets for students and staff alike. His formation of a rock and roll band, his struggle with maths O level, his frustration at not being able to find work, his marriage, and of course his athletic career. It's typical of the man, who makes Jimmy Saville look like a lazy ne'er-do-well, that finding no athletic clubs for the blind that took sport seriously, he started one himself.

It's inevitable that devoting one day

(or in the case of Northwood, one month) to heightening awareness of disabilities could be interpreted as a deferential nod to an area which deserves much more time and thought, throughout the year. However, as Schofield, who coordinated the day, stresses that it's the first event of its kind to be held at the school, and is to a large extent experimental. One of the useful spin-offs is that without the involvement of activities that would normally not be open to them. Lots of the work was broadly subject based, and it was plain that many teachers and pupils were refreshed by a renewed acquaintance with subjects like art and drama. The next step is to undertake a school-wide questionnaire, to find out what the long term effects are likely to be.

## PRIMARY EDUCATION continued

**SUFFOLK COUNTY COUNCIL**  
SOUTHWOLD C.P. SCHOOL  
Cumber Road, Southwold  
IP18 6JP  
3-11-88 pupils  
Teacher for January 1986 an enthusiastic and imaginative Scale 1 teacher. Candidates must be well-qualified, interested in curriculum development and willing to participate in all school activities. Closing date for receipt of applications - 30th September, 1985.

Application forms and further details available from the Headteacher at the school concerned (a.s.e.) to whom they should be returned.

110022

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Required January 1986. Assistant Teacher Scale 1.1. Qualified teacher should be returned as soon as possible.

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## Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

**SOUTH TYNESIDE BOROUGH OF SOUTH TYNESIDE EDUCATION DEPARTMENT**  
SERVICE FOR HEARING IMPAIRED PUPILS  
Required for January 1986 or earlier if possible, a qualified Teacher of the Deaf to be based at Simonside County Junior Mixed and Infant School, Jarrow and to be responsible for the Junior Hearing Impaired Unit at that school. Ability to use Total Communication. Method would be an advantage. Salary Scale 2 for a well qualified experienced teacher. Application forms and further information may be obtained by sending a stamped addressed envelope to the Director of Education, Town Hall, Jarrow, Tyne and Wear NE13 3LE to whom completed forms should be returned as soon as possible.

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## Deputy Headships Second Masters/Mistresses

Scale 2 Posts and above

**BUCKINGHAMSHIRE COUNTY COUNCIL**  
SOUTH TYNESIDE BOROUGH OF SOUTH TYNESIDE EDUCATION DEPARTMENT  
SERVICE FOR HEARING IMPAIRED PUPILS  
Required for January 1986 or earlier if possible, a qualified Teacher of the Deaf to be based at Simonside County Junior Mixed and Infant School, Jarrow and to be responsible for the Junior Hearing Impaired Unit at that school. Ability to use Total Communication. Method would be an advantage. Salary Scale 2 for a well qualified experienced teacher. Application forms and further information may be obtained by sending a stamped addressed envelope to the Director of Education, Town Hall, Jarrow, Tyne and Wear NE13 3LE to whom completed forms should be returned as soon as possible.

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## OTHER \_\_\_\_\_

# APPOINTMENTS

**UNILED LANGUAGE SERVICE**  
Post 10694 English Language Centre for  
Adults, 100-101, Education Centre,  
Recreation Road, W10.  
Tel: 01-969 8000

Participate primary language teacher  
experience in teaching and support  
learning and language development of  
bilingual children in two or three primary  
schools in the Diocese.

**(Post 11485) English Language Centre for  
Children 2, Reddy St, 1-on-1un NW1**  
Tel: 01-739 4582

Peripatetic secondary ESL teacher (Scale  
21 required) to work one or two schools  
to support the learning and language de-  
velopment of bilingual pupils  
mainstream classes and also to teach at  
the Language Centre and to contribute to the  
development of its resources

**(Post 12859) English Language Centre for  
Children 3, 27 Ramsey St, Vinland E2**  
Tel: 01-739 4853

[illegible]

Application forms and further details can be obtained from the Divisional Education Officer, DGS (Ref: MANUPW) Harford Street, Birmingham B15 2TT. Arrangements for visits to the Teacher-in-Charge Ms Stan Ellis (01-887 77023).

**MOTHER TONGUE TEACHERS**

(1) Mother Tongue Teachers of Turkish (Primary) Post 15/83

A full time vacancy in Mother Tongue Teaching of Turkish has arisen. The successful candidate will undertake peripatetic duties in Division 4 (Division 4 covers 14 schools) at not more than two schools.

Applications are invited from suitably qualified teachers and a Scale 2 allowance will be available in appropriate circumstances.

(2) Mother Tongue Teacher of Turkish (Secondary) Post 14/85

teaching of Urdu has arisen. The successful candidate will undertake peripatetic duties in Division 4 (Division 4 covers Haryana) at not more than two schools.

Applications are invited from suitably qualified teachers and a Scale 2 allowance will be available in appropriate circumstances.

3) Mother Tongue Teacher of Bengali (Secondary) (Post 13/85)

A full time vacancy in Mother Tongue Teaching of Bengali has arisen. The successful candidate will undertake peripatetic duties in Division 5 (Division 5 covers The City of London & Tower Hamlets) in

(4)11.5 Mother Tongue Teacher of Bengali (Primary) (Post 1735)  
A part time vacancy in Mother Tongue Teaching of Bengali has arisen. The successful candidate will undertake peripatetic duties in Division 2 (Division 2 covers The City of Westminster) initially at Gateway School.  
Applicants are invited from suitably qualified teachers.

part-time vacancies in Morner Language Teaching of Bengali has arisen. The successful candidate will undertake peripatetic duties in Division 2 (Division 2 covers the City of Westminster initially at Quintin Kyriakatos School.

Applicants are invited from suitably qualified teachers and a Scale 2 allowance will be available in appropriate circumstances.

Application forms and further details for all the above posts may be obtained by writing to the Education Officer, TSL, Resource and County Hall, London SE1 7PB. Please indicate clearly the post to which you are applying. The closing date for the receipt of completed application forms is 27th September, 1985.

[illegible]











## SECONDARY GEOGRAPHY continued

**SURREY**  
EDUCATION COMMITTEE  
REQUIREMENTS FOR 1986  
ECUMENICAL SCHOOL  
12-18 mixed  
comprehensive NOR 1140  
Scale 1 (6th form)  
Scale 2 (6th form)  
Required for January 1986  
for this voluntary  
aided school. Well estab-  
lished courses to A, O and  
CSE levels and levels above  
national curriculum. Strong field-  
work commitment.  
Large Staff on phone: Red-  
hill 53780 for application  
forms and further details  
(05426)

## Scale 2 Posts and above

**HOSTS REQUIRED FOR GERMAN, SPANISH & AUSTRIAN**  
coaching. Visiting UK. Fund-  
ing also available for Brit-  
ish teachers to make study  
visits to European countries  
& USA. See overseas col-  
umn. (16590) 133620

**KENT**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
CANTERBURY DIVISION  
HERNE BAY COUNTY  
SECONDARY SCHOOL  
Required for January 1986  
a teacher in charge of Geog-  
raphy. The successful  
applicant will be required to  
develop the syllabus to meet  
the new current curriculum  
developments in the subject.  
Letter of application, giv-  
ing curriculum, time and  
names of two referees, to the  
Headmaster at the school in  
Hullcross Road, Herne  
Bay, Kent CT6 7NS. S.A.E.  
for further details. 132620  
(16641)

## Scale 1 Posts

**HERTFORDSHIRE**  
**BEDWELL SCHOOL**  
Telford Avenue, Stevenage,  
Herts. SG2 0AY. Division  
Head: Mr. H. Davies  
Group 10, 11-19 CSE  
educational Comprehensive  
Required as soon as possible  
for one year a Scale 1 Teacher  
of Lower School Geography  
and History.  
Apply immediately to the  
Head with the names and  
addresses of two referees.  
(16660)

## KNOWSLEY

**ST KEVIN'S BOYS**  
COMPREHENSIVE  
Roughwood Drive, Kirby,  
Merseyside L33 9UP  
(184 boys aged 11-18  
years, SPA payable)

Required for January  
1986 or sooner if possible.  
A graduate Geographer  
(Scale 2) to teach all  
levels including 6th form.  
Application forms avail-  
able from Clerk to the Gov-  
ernor of the school. Clos-  
ing date 31.8.85. 132622  
(06539)

**WALTHAM FOREST**  
EQUIL OPPORTUNITY  
EMPLOYER  
BROOKS ROAD, LONDON E17  
Head: Mr. S. Lewis  
Scale 1 (6th form) Geog-  
raphy Teacher required  
in this City Comprehensive  
school for pupils aged 11-18  
years (420 on roll).  
An enthusiastic Geography  
Teacher required urgently. A  
Scale 2 may be available for  
an experienced candidate.  
Send letter of application,  
CV and references to the Head  
Teacher.  
Ref: P94/507. 132622  
(06570)

**WALTHAM FOREST**  
EQUIL OPPORTUNITY  
EMPLOYER  
BROOKS ROAD, LONDON E17  
Head: Mr. S. Lewis  
Scale 1 (6th form) Geog-  
raphy Teacher required  
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years (420 on roll).  
An enthusiastic Geography  
Teacher required urgently. A  
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an experienced candidate.  
Send letter of application,  
CV and references to the Head  
Teacher.  
Ref: P94/507. 132622  
(06570)

## Scale 2 Posts and above

**DERBYSHIRE**  
See Derbyshire display  
advert post reference D67  
321 Page 67.  
(06532) 133620

## GO ON A COURSE ABROAD.

See Education Courses col-  
umn. (06444) 133620

## History

## Heads of Department

## HEREFORD AND WORCESTER

**THE JOHN KYRLE HIGH**  
SCHOOL  
Ladbroke Grove, Hereford  
HR9 7ET  
Required from 1st Janu-  
ary 1986.

Head of History Depart-  
ment, Scale 3.  
Applications are invited  
from well-qualified histo-  
rians with the ability to lead a  
strong, lively and success-  
ful department of six. There  
are currently 45 'A' level  
students in the Sixth  
Form.

The successful candidate  
will be expected to teach  
History to pupils of all ages  
and ability (11-18) and to  
maintain the strength and  
popularity of the subject  
within the school.

Application forms and  
further details are available  
from the Headteacher.  
(S.A.E. please). 132618  
(16636)

**KENT**  
COUNTY COUNCIL  
EDUCATION DEPARTMENT  
THE HARVEY GRAMMAR  
SCHOOL  
Folkstone  
Head: Mr. J. Harris, M.A.  
(Cantab)  
18 boys  
Required for January 1986.  
Head of History (Scale 3).  
A well-qualified histo-  
rian with the ability to lead a  
strong, lively and success-  
ful department of six. There  
are currently 45 'A' level  
students in the Sixth  
Form. (16642) 133618

**NORTH YORKSHIRE**  
COUNTY COUNCIL  
LADY LUMLEY SCHOOL  
Ladys Lane, Pickering  
YO18 8NG  
11-18 Mixed Comprehensive  
School (roll 900, sixth form  
150)  
Sited in an attractive  
market town on the southern  
side of the North York Moors.  
Required for January 1986.  
An experienced and enthus-  
iastic teacher to lead this  
important department.

Application forms and fur-  
ther details available from the  
Headmaster at Ladys Lane  
(S.A.E. please). Closing date 27  
September 1985. 133618  
early October. (16638) 133618

## RICHMOND UPON THAMES

**OREANS PARK SCHOOL**  
Twickenham TW1 3BB  
Tel: (01 891) 0187  
Headmaster: Garth  
Freeman, J.P., M.A.

**HEAD OF HISTORY (Scale 3)**  
plus London Allowance  
Required for January 1986  
in this 11-18 years  
School with 850 pupils on roll.

The school is in an attractive  
building on pleasant sur-  
roundings near to the River  
Thames and the town of  
Twickenham and Richmond.

The department has de-  
veloped both the school  
Council History Project and  
a Modern World History  
course through joint board  
examinations, obtaining  
impressive results.

A well qualified graduate  
and enthusiastic teacher is  
sought and an interest in the  
many extra-curricular ac-  
tivities that exist in the  
school would be an advan-  
tage.

Application forms and fur-  
ther details available from  
the Headmaster at the  
school, S.A.E. please to  
applicant by 27th September  
1985. (16595) 133618  
(16344)

## SHROPSHIRE

**EDUCATION COMMITTEE**  
EQUIL OPPORTUNITIES  
EMPLOYER  
OLD BURY WELLS  
SCHOOL  
Bridgnorth, Shropshire

Required for January  
1986 - Head of History  
(Scale 3). History is very  
well established and popu-  
lar with some 40 'A' level  
students. A graduate histo-  
rian with a growing expe-  
rience of successful ac-  
tivities in the department  
leading to 'O' level and CSE  
examinations to continue to  
develop the department.  
Details and forms from the  
Head (S.A.E.). 133618  
(16711)

## Scale 2 Posts and above

**DERBYSHIRE**  
See Derbyshire display  
advert post reference D67  
321 Page 67.  
(06532) 133620

## GO ON A COURSE ABROAD.

See Education Courses col-  
umn. (06444) 133620

## HOSTS REQUIRED FOR GERMAN, SPANISH & AUSTRIAN

coaching. Visiting UK. Fund-  
ing also available for Brit-  
ish teachers to make study  
visits to European countries  
& USA. See overseas col-  
umn. (16590) 133620

## Scale 1 Posts

**BEDFORDSHIRE**  
**MARK RUTHERFORD**  
UPPER SCHOOL  
Wentworth Drive, Bedford,  
Tel: Bedford 64541  
Head: Mr. J. Harris, M.A.  
Scale 1 (6th form) Geog-  
raphy Teacher required  
in this City Comprehensive  
school for pupils aged 11-18  
years (420 on roll).  
An enthusiastic Geography  
Teacher required urgently. A  
Scale 2 may be available for  
an experienced candidate.  
Send letter of application,  
CV and references to the Head  
Teacher.  
Ref: P94/507. 132622  
(06570)

## Scale 2 Posts and above

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Ref: P94/507. 132622  
(06570)

**DUDLEY**  
**SIR GILBERT CLAUUGHTON**  
TEACHER OF BIOLOGY  
See advertisement under  
Secondary/Science  
Scale 1. (16592) 132622

**SUFFOLK**  
COUNTY COUNCIL  
CASTLE MANOR UPPER  
SCHOOL  
18-19 mixed comprehensive  
Mixed comprehensive 13-  
18 years  
Required for January 1986.  
Head of History (Scale 3).  
A well-qualified histo-  
rian with the ability to lead a  
strong, lively and success-  
ful department of six. There  
are currently 45 'A' level  
students in the Sixth  
Form. (16642) 133618

## Home Economics

## Heads of Department

**BARKING AND DAGENHAM**  
LONDON BOROUGH OF  
BARKING AND DAGENHAM  
BRICKNALL SCHOOL  
Marlbrough Road, Dagenham  
RM8 2HP  
Roll 520

Required for January 1986  
a teacher in charge of Home  
Economics. The successful  
applicant will be required to  
develop the syllabus to meet  
the new current curriculum  
developments in the subject.  
Letter of application, giv-  
ing curriculum, time and  
names of two referees, to the  
Headmaster at the school in  
Hullcross Road, Herne  
Bay, Kent CT6 7NS. S.A.E.  
for further details. 132620  
(16641)

## RICHMOND UPON THAMES

**OREANS PARK SCHOOL**  
Twickenham TW1 3BB  
Tel: (01 891) 0187  
Headmaster: Garth  
Freeman, J.P., M.A.

**HEAD OF HISTORY (Scale 3)**  
plus London Allowance  
Required for January 1986  
in this 11-18 years  
School with 850 pupils on roll.

The school is in an attractive  
building on pleasant sur-  
roundings near to the River  
Thames and the town of  
Twickenham and Richmond.

The department has de-  
veloped both the school  
Council History Project and  
a Modern World History  
course through joint board  
examinations, obtaining  
impressive results.

A well qualified graduate  
and enthusiastic teacher is  
sought and an interest in the  
many extra-curricular ac-  
tivities that exist in the  
school would be an advan-  
tage.

Application forms and fur-  
ther details available from  
the Headmaster at the  
school, S.A.E. please to  
applicant by 27th September  
1985. (16595) 133618  
(16344)

## SHROPSHIRE

**EDUCATION COMMITTEE**  
EQUIL OPPORTUNITIES  
EMPLOYER  
OLD BURY WELLS  
SCHOOL  
Bridgnorth, Shropshire

Required for January  
1986 - Head of History  
(Scale 3). History is very  
well established and popu-  
lar with some 40 'A' level  
students. A graduate histo-  
rian with a growing expe-  
rience of successful ac-  
tivities in the department  
leading to 'O' level and CSE  
examinations to continue to  
develop the department.  
Details and forms from the  
Head (S.A.E.). 133618  
(16711)

## Scale 2 Posts and above

**DERBYSHIRE**  
See Derbyshire display  
advert post reference D67  
321 Page 67.  
(06532) 133620

## GO ON A COURSE ABROAD.

See Education Courses col-  
umn. (06444) 133620

## HOSTS REQUIRED FOR GERMAN, SPANISH & AUSTRIAN

coaching. Visiting UK. Fund-  
ing also available for Brit-  
ish teachers to make study  
visits to European countries  
& USA. See overseas col-  
umn. (16590) 133620

## Scale 1 Posts

**BEDFORDSHIRE**  
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UPPER SCHOOL  
Wentworth Drive, Bedford,  
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Scale 1 (6th form) Geog-  
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in this City Comprehensive  
school for pupils aged 11-18  
years (420 on roll).  
An enthusiastic Geography  
Teacher required urgently. A  
Scale 2 may be available for  
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Teacher.  
Ref: P94/507. 132622  
(06570)

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Teacher.  
Ref: P94/507. 132622  
(06570)

**DUDLEY**  
**SIR GILBERT CLAUUGHTON**  
TEACHER OF BIOLOGY  
See advertisement under  
Secondary/Science  
Scale 1. (16592) 132622

## TEMPORARY POST

**WOODHURST HIGH SCHOOL**  
Woodhurst Lane, Woodhurst,  
Wokingham, RG40 3AA  
Tel: Wokingham 50000  
Required for January 1986, temporary for two years, teacher of French and Spanish. The successful candidate will be required to develop the syllabus to meet the new current curriculum developments in the subject. Letter of application, giving curriculum, time and names of two referees, to the Headmaster at the school in Hullcross Road, Herne Bay, Kent CT6 7NS. S.A.E. for further details. 132620 (16641)

**DORSET**  
SCHOOL  
Wilton House, Dorset  
Head: Mr. J. Harris, M.A.  
(Cantab)  
18 boys  
Required for January 1986.  
Head of History (Scale 3).  
A well-qualified histo-  
rian with the ability to lead a  
strong, lively and success-  
ful department of six. There  
are currently 45 'A' level  
students in the Sixth  
Form. (16642) 133618

## Home Economics

## Heads of Department

**BARKING AND DAGENHAM**  
LONDON BOROUGH OF  
BARKING AND DAGENHAM  
BRICKNALL SCHOOL  
Marlbrough Road, Dagenham  
RM8 2HP  
Roll 520

Required for January 1986  
a teacher in charge of Home  
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developments in the subject.  
Letter of application, giv-  
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Headmaster at the school in  
Hullcross Road, Herne  
Bay, Kent CT6 7NS. S.A.E.  
for further details. 132620  
(16641)

## RICHMOND UPON THAMES

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Headmaster: Garth  
Freeman, J.P., M.A.

**HEAD OF HISTORY (Scale 3)**  
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Required for January 1986  
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The department has de-  
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A well qualified graduate  
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Application forms and fur-  
ther details available from  
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applicant by 27th September  
1985. (16595) 133618  
(16344)

## SHROPSHIRE

**EDUCATION COMMITTEE**  
EQUIL OPPORTUNITIES  
EMPLOYER  
OLD BURY WELLS  
SCHOOL  
Bridgnorth, Shropshire

Required for January  
1986 - Head of History  
(Scale 3). History is very  
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leading to 'O' level and CSE  
examinations to continue to  
develop the department.  
Details and forms from the  
Head (S.A.E.). 133618  
(16711)

## Scale 2 Posts and above

**DERBYSHIRE**  
See Derbyshire display  
advert post reference D67  
321 Page 67.  
(06532) 133620

## GO ON A COURSE ABROAD.

See Education Courses col-  
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## HOSTS REQUIRED FOR GERMAN, SPANISH & AUSTRIAN

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visits to European countries  
& USA. See overseas col-  
umn. (16590) 133620

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raphy Teacher required  
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An enthusiastic Geography  
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Send letter of application,  
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Ref: P94/507. 132622  
(06570)

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**DUDLEY**  
**SIR GILBERT CLAUUGHTON**  
TEACHER OF BIOLOGY  
See advertisement under  
Secondary/Science  
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## TEMPORARY POST

**WOODHURST HIGH SCHOOL**  
Woodhurst Lane, Woodhurst,  
Wokingham, RG40 3AA  
Tel: Wokingham 50000  
Required for January 1986, temporary for two years, teacher of French and Spanish. The successful candidate will be required to develop the syllabus to meet the new current curriculum developments in the subject. Letter of application, giving curriculum, time and names of two referees, to the Headmaster at the school in Hullcross Road, Herne Bay, Kent CT6 7NS. S.A.E. for further details. 132620 (16641)

## Scale 2 Posts and above

**HILLINGDON**  
LONDON BOROUGH OF  
HILLINGDON  
WALSLEY HALL SCHOOL  
Hillingdon Road, Uxbridge  
Middlesex UB8 3PH  
Number on roll: 413, 22 in  
Sixth Form  
Headteacher: Mr. J. Bennett  
(Acting)

**HOME ECONOMICS /**  
CHILD CARE SCALE 2  
An experienced, well  
qualified teacher is re-  
quired for January 1986 for  
this three-form entry Sec-  
ondary School.

An interest in extra-  
curricular activities is an  
advantage.

Please apply in the first  
instance by letter to Mr. J.  
Bennett, M.A., Acting  
Headmaster, enclosing a  
curriculum vitae and stating  
the names and addresses of  
two referees.

Applications should be  
returned as soon as possible  
to Mr. J. Bennett, M.A.,  
Outer London Allowance  
Payable. (16750) 133020

## KENT

**COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
COUNTRY POOL OF MOBILE  
STAFF (Scale 3)  
Please see display advertise-  
ment page 74. 133020  
(16261)

## Scale 1 Posts

**BARNET**  
LONDON BOROUGH OF  
BARNET  
BARNET COUNTY  
SCHOOL  
Hemel Hempstead, Herts.  
Herts. SG4 6PP  
Head: Mr. J. Harris, M.A.  
(Cantab)  
18 boys  
Required for January 1986.  
Head of History (Scale 3).  
A well-qualified histo-  
rian with the ability to lead a  
strong, lively and success-  
ful department of six. There  
are currently 45 'A' level  
students in the Sixth  
Form. (16642) 133618

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strong, lively and success-  
ful department of six. There  
are currently 45 'A' level  
students in the Sixth  
Form. (16642











**SUFFOLK**  
**COUNTY COUNCIL**  
**SUDBURY UPPER SCHOOL**  
Tudor Road, Sudbury  
(mixed comprehensive 13-18:

Required for January, 1986.  
teacher of CHEMISTRY (Scale  
1) to teach across the age and  
ability range. All pupils spend  
20% of the curriculum time in  
science and the department has  
introduced a balanced science  
scheme leading to dual certifi-  
cation at 16.  
Application forms and furth-  
er details from the Head-  
teacher at the school (a.s.e.  
please) to whom completed  
forms should be returned as  
soon as possible.  
(06351) 13482

**SUFFOLK**  
**COUNTY COUNCIL**  
**NACTON HEATH HIGH**  
**SCHOOL**  
Necton Road, Ipswich IP3 9F  
11-16 mixed comprehensive  
roll 1073  
Required January 1986 on a  
thrustastic and energetic  
**TEACHER OF SCIENCE** to join  
a forward-looking faculty. The

Suffolk Secondary Science project.  
Application forms and further details obtainable from the Head at the school, s.a.s. please, closing date for application 28th September (06522) 15452

obtainable from the Head of the School, to  
 as soon as possible. Assistance with removal  
 of 1st JANUARY 1986,  
 TED.

# DEPARTMENT

of exam work up to 16+. There is strong remedial culture, an effective Study Skills programme and has a strong tradition of Expressive Arts in which mental and exciting part.

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**FACULTY-Block A**  
 Science Avenue, Nantwich, Cheshire.

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Department. Integrated Science is taught in years 1 & 2  
 gy, Chemistry and Physics are taught in year 3.  
 unimation levels in years 4 & 5.

September 1988

TS  
BY  
Wodsham, Via Warrington WAS 6RP.  
star from which further details can be obtained by  
ool Road, Widnes, WAS 7HU.  
sickness (may lead to permanent appointment).

**Rochdale**  
Education Department

**OPPORTUNITY EMPLOYER**

Tel: 081 643 5116

all range of abilities up to 'O' level. An interest in school level would be an advantage though not as a TYEI establishment for September 1986 computers are planned.

**1**

al Science to 16+ examination standards and to our new CPVE course with the 6th Form.

ts, but also to take responsibility for the school's use at 8th form level leading to the new CPVE as a TYEI establishment and the successful design and teaching of our new TYEI Catering

apt of a SAE from the Headteacher at the  
med by 23rd September 1985.

Tel: Haywood 60607

ematics specialist to join a well-established  
the 11-16 age and ability range. A possibility of

**SCALES 2**

ircraft teacher, with particular responsibility for  
and Realisation. The successful applicant will be  
tion and Realisation within the proposed NEA  
an Design and Technology.

and, Rochdale  
Tel: Rochdale 56581

**E 2, TRUMPET PLAYER**  
and Centres and to play in a teachers' ensemble.

Script of a SAE from the Child Education Office  
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November 1985.

(445)

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Assembly  
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(9466)



**HUMBERSIDE**

**HUMBERSIDE**

EDUCATION DEPARTMENT  
for January  
HEAD for  
ST. LUKE'S SCHOOL  
Burnbury Road, Scunthorpe  
South Humberside  
Lincs-advanthe@nclt.nhs.uk  
Burnham Group 4(5) T  
School for 49 children  
Burnham Group 4(5) T  
aged 3 - 16 years, situ  
a residential area of  
Scunthorpe. An exten  
sion to the school  
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a new 1000 sq ft high  
standard. The work  
scheduled to be comp  
1987

Application forms and  
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stamped addressed en  
velope by Dr. D. G. G.  
(H.Q. Staffing),  
Hull, Beverley, North  
Humberside, HU6 9TA  
Completed forms wh  
returned not later

**KNOWSLEY**  
See Knowsley dist.  
Page 49. (06255)

**BOSTON JOHN FILL  
SPECIAL SCHOOL**  
**NOV 33**  
Readers of the  
Previous apply only  
reconsidered  
Required from Ju  
1934, Headteacher,  
3181.  
Further details of  
application form avail-  
able on receipt of SAE from  
Divisional Education  
Officer, County Hall,  
Linn. Lane, PE21 6L,  
whom completed  
should be returned  
23rd September  
(06416)

**NORFOLK**  
**EDUCATION**  
**DEPARTMENT**  
**ALDERMAN JACK**  
**SCHOOL**  
**Kinn's Lynn**  
Head Teacher - Gross  
Required for 1985  
1985 an energetic  
Head Teacher who  
build upon recent  
Lynn Community  
day school which  
for children with  
learning difficulties  
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Rebus and Derbyshire  
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Application forms  
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cap s.a.o. from the  
Education Officer,  
Enquiries  
Hall, Martineau  
Norwich NR1 2DL.  
Date 27 Sept  
1985. (06166)

**WIGAN**  
METROPOLITAN HOR  
OF WIGAN  
Required for Spring Te  
1986  
ATHERTON GREEN H  
SPECIAL SCHOOL  
Greenhall Close, Ath  
Manchester M29 9RP  
Tel. Atherton 853935  
EACH ACHER GROUP  
Application forms and  
particulars available f  
returnable to the Sign  
Education, Gateway  
Standishgate, WN1 1X

please refer to the following date: 27 Sep  
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1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

**BIRMINGHAM**  
**CITY COUNCIL**

**KENT COUNTY COUNCIL**

100-443886-100

**HUMBERSIDE COUNTY COUNCIL**

# Dagenham

SECRET



**REDBRIDGE**

1. **Chingwail,**  
**Q7 4BX**  
 2. **argue: Mrs. N.**  
**agan**  
**1003419**  
 3. **qualified and ex-**  
**perity Teacher**  
**Category 2(3)**  
**January 1986 in**  
**55 children**  
**in a**  
**Curriculum.**  
**He would be able**  
**to teach for a**  
**period of 10**  
**years, to deputise**  
**or in Charge in**  
**order to under-**  
**stand the**  
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**London Allo-**  
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**85.**  
**160020**

**POOL**  
Dutton Broad,  
138 HT  
January 1986.  
We are invited  
to be experienced  
and dedicated teachers for  
the leadership of this  
school for pupils  
learning difficult  
2 - 16). Appli-  
cations should be  
have a strong  
background in the develop-  
ment of the curricu-  
lum and to be  
established links with  
the local schools.  
Further details and further  
information available from

**FOREST  
OPPORTUNITY**

January 1986.  
SECONDARY DE-  
SCALE 3(n) (plus  
Allowance) re-  
day school for  
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School on site  
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Head Teacher for  
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27th Septem-  
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160020

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**SCHIRE**  
Support Teacher  
Area Support  
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County. Team  
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difficulties in  
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support for

**DEPUTY HEADSHIP**

Applications are invited for appointment in January 1988 to this post.

Aylenda is an all-age mixed day school for children of average or above-average ability with emotional difficulties. It has a good record of success in re-integrating pupils into ordinary schools. The premises were purpose-built in 1989 when the school opened.

Detailed areas of responsibility for the person appointed will be discussed with the Head Teacher, Mr. P.F. Hill. An interest in curriculum development will be welcome.

If you are thinking of applying you are strongly encouraged to visit the school. (Tel. No. Lea Valley 781229).

London Allowance £678. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms (large SAE) and details obtainable from, and to be returned to, the Director of Education, P.O. Box 56, Civic Centre, Silver Street, Enfield, Midd. EN1 3XQ.

Closing date: 27th September 1988.

London Borough of

**Enfield**

198771

MANAGEMENT  
Opportunity  
Employer

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**SCHIRE**  
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**SHIRE**

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**SHIRE  
Y HOSPITAL**  
Shenley, Herts.  
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190022

the 1990s, the number of people in the world who are illiterate has increased from 1.2 billion to 1.5 billion. The number of illiterate people in the world is expected to reach 1.7 billion by the year 2015. The number of illiterate people in the world is expected to reach 1.7 billion by the year 2015. The number of illiterate people in the world is expected to reach 1.7 billion by the year 2015.











# PREPARATORY SCHOOLS

**LONDON NW11**  
Teacher for pre-preparatory school to start in January, 1986.  
Apply with brief cv. to The Headmistress, Gleders Hill School, 666 Finchley Road, London NW11 7AT. (0554)

**LONDON**  
Required for January, 1986. Teacher of general subjects to 8-10 year olds boys and girls. Ability to teach junior science and/or assist with boys' games or music could be an advantage.  
Apply with cv and names of two referees to The Headmaster, St. Olave's Preparatory School, Southwood Road, New Egham, Surrey, GU20 0JH. (0554)

**WESSEX**  
SANDROVDSCHOOL  
115 Boys Boarding  
nursery  
Form Master/Teacher for 8 year olds subjects

This is the form in which new boys start at Sandrovds and the right sympathetic and reliable person is sought. preferably with appropriate experience. It is a demanding but rewarding post which requires both the teaching and pastoral care of new boys. Accommodation available.

Apply with cv and names of two referees to The Headmaster, Sandrovds, Toller Royal, Salisbury, Wiltshire, W15 9JH. (0554)

# APPOINTMENTS IN SCOTLAND

## ORKNEY ISLANDS COUNCIL

### Education Department

Applications are invited from registered teachers for posts in the following schools.

**Kirkwall Grammar School (roll 890)**

### Mathematics Business Studies

**Stromness Academy (roll 440)**

### Mathematics

Housing may be available and assistance is given with removal expenses.  
The salary is in accordance with the Scottish Teachers' Salaries Memorandum and includes an island allowance of £537 per annum.  
Further details and application forms can be had from the Director of Education, Council Offices, Kirkwall to be returned not later than 3rd October 1985. (0817)

## MORRISON'S ACADEMY

### HEAD OF PRIMARY DEPARTMENT

There is a vacancy for Head of Primary. Applicants should have good experience in Primary Education and be registered, or eligible for registration, with the GTC. The successful candidate will be expected to play an active part in co-curricular activities.

Salary for the post is above the Scottish National Scale.

Applications, with curriculum vitae and the names and addresses of two professional referees, should be sent by Friday, 20 September 1985, to the Rector, Morrison's Academy, Cliffe, PH7 3AN, from whom further information may be obtained. (0220)

## Colleges of Further Education

### Directors, Principals and Vice Principals

**MANCHESTER CITY COUNCIL**  
DEVELOPING JOBS: IMPROVING SERVICES  
NORTH MANCHESTER COLLEGE  
ABRAHAM MOSE CENTRE  
RE-ADVERTISEMENT  
DIRECTOR OF VOCATIONAL COURSES  
PRINCIPAL LECTURER GRADE 7  
£13,055 - £14,380 (BAR) Per Annum (Pay Award Pending)  
Required for January 1st, 1986.

We need an energetic, enthusiastic and versatile person to lead, monitor, co-ordinate and advise on all aspects of Vocational Courses, including those which involve the service industries. You will have the opportunity to develop new courses, possibly in the area of Supervisory Management Studies, and you will be primarily concerned to ensure the quality of existing courses.

Application forms and further details are available from: The Staffing Section, North Manchester College, Crescent Road, Crummock, Manchester. Tel: 061-740 1491. Ext. 287. Closing Date: 27 September 1985.

An Equal Opportunities Employer. (16718) 250026



## Further Education PRINCIPAL

### CARDONAL COLLEGE, Glasgow.

Group 6 Present Salary £21,882.  
This post will become vacant in September, 1986.

### LANGSIDE COLLEGE, Glasgow.

(Re-advertisement)  
Group 7 Present Salary £23,019.  
This post is currently vacant.

### MOTHERWELL COLLEGE, Motherwell.

Group 8 Present Salary £22,071.  
This post will become vacant in January, 1986.

Applicants should state clearly the post(s) for which they are applying. Forms of application and particulars of the post(s) may be obtained from the Director of Education, Further Education Department, Strathclyde House, 20 India Street, Glasgow G2 4PF. (Telephone 041-227 3414/2753) to whom completed applications should be returned not later than 4th October, 1985.

EDWARD MILLER  
Director of Education

## LONDON BOROUGH OF EALING PRINCIPAL (Group 5)

**Acton Technical College**  
Salary £21,486 (including London allowance)  
The post of Principal will become vacant on 1st September 1985 through the retirement of Mr D L A Smith. The Principal is expected to lead the development of close links with industry and commerce, high school and the local community and to ensure that the college performs an outstanding role in this area. In the 1984/85 academic year the college has 110 academic staff and 2,725 students in the following departments;

### Business and General Studies Engineering Science and Computing

Applicants must be graduates with relevant professional qualifications and Industrial experience, and have proven ability to manage and to motivate, to ensure the maintenance of high standards throughout the college and to successfully introduce change where the need arises in the development of the college.



Further particulars are obtainable from the Chief Education Officer (Ref: FE/ATC), Hadley House, 79-81 Uxbridge Road, Ealing, London W5 5SU.  
Closing date: 27th September 1985. (0646)

## CAMBRIDGESHIRE

### CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY PRINCIPAL (Group 9)

APPOINTMENT FROM MAY 1 1986

Details from Chief Education Officer (DS/CCAT) Shire Hall, Cambridge, or Tel. Cambridge 317939

Closing Date 4th October 1985. (0400)

EQUAL OPPORTUNITY EMPLOYER

## City of Birmingham Further Education Division

### VICE PRINCIPAL

Garretts Green College  
Garretts Green Lane  
Birmingham B33 0TS

Group 5A Salary - £17,529 (subject to review)

The vacancy has arisen due to the retirement of the former Vice-Principal on 31 August 1985. The successful applicant will be expected to take up his/her appointment on 1 January 1986 or as soon as possible thereafter.

The College is organised on non-departmental lines and the Vice-Principal will also be Director of a major area of activity. Enthusiasm, initiative and a strong commitment to the development of FE are required.

Further details and application forms are obtainable from the Principal's Secretary at the College (telephone 021-743 4471). Completed applications should be returned to:

The Chief Education Officer, Further Education (Room 118), Education Office, Margaret Street, Birmingham B3 3BU, by Friday, 27 September. An Equal Opportunities Employer.

BIRMINGHAM CITY COUNCIL

## COLLEGES OF FURTHER EDUCATION continued

### Heads of Department

**ENFIELD**  
LONDON BOROUGH OF ENFIELD  
EDUCATION DEPARTMENT  
An Equal Opportunities Employer  
**ENFIELD COLLEGE**  
Principal W.A.O. Easton  
M.A. (Ed.), M.L. (Mach.), R.E.A.  
Head of Department of Engineering (Grade V)  
Required for 1 January 1986.  
This is a new department in the college which has been formed by the combination of the existing Department of Electrical and Electronic Engineering and Mechanical Engineering. Applicants must have experience and professional qualifications in any appropriate branch of Engineering.  
Salary Scale (including London Weighting Allowance) scales currently under review. Head of Department (Grade V) £19,776 - £21,555.  
Application forms and further details (a.c.e.) marked with 'EN' reference) obtainable from the Principal, Southgate Technical College, 11th Street, Southgate, London N14 4BB to whom they should be returned within 14 days of the appearance of this advertisement.  
Applicants from employees of the G.C. or M.C.C. with relevant experience will be welcomed. (06064) 220018

**SURREY**  
MERBURY COLLEGE  
Worplesdon, Guildford, Surrey GU3 5PH  
HEAD OF SCIENCE DEPARTMENT  
Applications are invited for the above post from suitably qualified persons with the ability to link scientific theory with practical applications within the agricultural and horticultural industry. Previous teaching experience and the possession of a teaching qualification is desirable.  
Salary: Grade VII (points 2-6) currently £11,253 - £16,800 p.a. including Surrey Allowance.  
For application form and further details (a.c.e.) to the Principal, whom completed forms should be returned within 14 days of the date of advertisement. 220018 (06063)

## Other Appointments

### BERKSHIRE

**LANGLEY COLLEGE OF FURTHER EDUCATION**  
CREATIVE STUDIES DEPARTMENT  
Applications are invited for a half-time teacher of French, commencing in September 1985. Degree or equivalent and teacher training preferred. Experienced teachers in GYA Level, Chamber of Commerce and Adult non-vocational teaching.  
Salary scale £246 - £416 per month (plus rates full-time £25,907 - £29,995 per annum).  
Further information and application forms may be obtained from The Langley College of Further Education, Station Road, Langley, Slough, Berks SL3 8BY. Please enclose a full, stamped, addressed envelope.  
Closing date: 15th 27th September, 1985.  
The County Council is an equal opportunity employer. (16531) 220026

### BERKSHIRE

**ROYAL COUNTY OF BERKSHIRE**  
READING COLLEGE OF TECHNOLOGY  
Applications are invited for the following posts:  
LECTURER I IN SECURITY STUDIES, to teach on a variety of courses.  
LECTURER I IN FOOD SERVICE (Temporary) to teach Food Service subjects.  
LECTURER I IN BUSINESS SUBJECTS (Temporary) related to Retail and Catering in the Department of Food, Health and Fashion.  
Further information and application forms from The Principal, Reading College of Technology, King Road, Reading RG1 3JL. Tel: Reading 563501.  
An equal opportunity employer. (16537) 220026

## BIRMINGHAM COUNTY COUNCIL

### Education Department

**GARRETT GREEN COLLEGE**  
Garrett Green Lane, Birmingham B24 8EF  
SECTION LEADER (SENIOR LECTURER) BUSINESS STUDIES  
Salary - £13,175 - £14,128

The Section is the main organisational unit of the College, and Section Leaders have wide responsibilities. Business Studies is a developing area of work with considerable further potential.

Further details and applications from the Principal's Secretary, at above address. Tel: 051-743 4471.  
Closing date 27 September 1985. (16713) 220026

## BUCKINGHAMSHIRE COUNTY COUNCIL

### AYLESBURY COLLEGE

**LECTURER II IN BEAUTY THERAPY**  
To teach and undertake the administrative responsibilities for Beauty Therapy within the Department of Catering, Fashion & Home Management.  
Duties to commence as soon as possible.  
Salary Grade: Lecturer II £7,948 - £12,059.

Assistance with removal and other expenses in approved cases.  
Application forms and further particulars may be obtained from the Vice-Principal upon receipt of a stamped envelope to whom completed forms should be returned within 14 days of the appearance of this advertisement. (16610) 220026

## LONDON BOROUGH OF MERTON EDUCATION COMMITTEE

### MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER MERTON COLLEGE (FE) PRINCIPAL (GROUP V) £21,471 to £22,563

(subject to ratification)  
Plus London Weighting £1,038)

Required for January 1986

Applications are invited from candidates who are academically well-qualified, who have taught in Further Education, Industrial/commercial experience, although not essential, would be an advantage.

Experience of managing and motivating staff is essential, as is a firm grasp of current trends in further education, including the marketing of vocational courses. YTS off-the-job training and MSC involvement in NAFE.

Further information and application forms may be obtained from the Director of Education (STO), Crown House, London Road, Merton, Surrey to whom applications should be returned by 27th September 1985. (9005)

## Cheshire Education Committee North Cheshire College

Director: William E. Buckley

Applications are invited for the post of

### DEPUTY DIRECTOR (Grade 7)

which is currently vacant consequent upon the appointment of the previous postholder to a Directorship elsewhere.

The College is a major provider of higher, further and community education.

Further details and application forms available from: (SAE please) Head of Administration, North Cheshire College, Padgate Campus, Fearnhead, Warrington, Cheshire WA2 0DB.

Closing date for applications: WEDNESDAY 25 SEPTEMBER 1985 (9251)

## UXBRIDGE TECHNICAL COLLEGE

Park Road Uxbridge Middlesex UB8 1NQ

Applications are invited for the following senior appointments which are vacant with effect from 1 January 1986:

### HEAD OF COMMUNITY STUDIES DEPARTMENT (GRADE III):

A well qualified and experienced person is required to be responsible for courses in the areas of nursery, community care, recreation, art, display and adult studies in this now department to be formed as a result of interdepartmental re-organisation.

### HEAD OF SCIENCE AND GENERAL STUDIES DEPARTMENT (GRADE IV):

A well qualified and experienced person is required to be responsible for GCE 'A' level and related courses in Science and the Humanities.  
Salary Scales: Grade III £13,892-£15,282 (prior to 1985 award) Grade IV £14,709-£16,578  
Plus Outer London Allowance £645 p.a. in each case

Application forms and further information can be obtained from the Principal, Uxbridge Technical College, Park Road, Uxbridge, Middlesex, UB8 1NQ, returnable within fourteen days of the appearance of this advertisement. (8604)



## DEPUTE PRINCIPAL

### AYR COLLEGE

GROUP 6 PRESENT SALARY £18,180

Forms of application and particulars of the post may be obtained from The Director of Education, Further Education Department, Strathclyde House, 20 India Street, Glasgow G2 4PF. (Telephone 041 227 3414/2753) to whom completed applications should be returned not later than 4th October 1985.

EDWARD MILLER  
DIRECTOR OF EDUCATION (9730)

## Lancashire County Council

An Equal Opportunities Employer.

### ACCRINGTON AND ROSSENDALE COLLEGE, SANDY LANE, ACCRINGTON

Re-advertisement

### DEPARTMENT HEAD - ENGINEERING AND CONSTRUCTION GRADE IV DEPARTMENT - £14,799-£16,578

Required from 1st January, 1986, a Head for this now Department formed after some internal College reorganisation and following the retirement of the Head of the Department of Engineering and Technology.  
The work of the department encompasses course for full and part time students, ranging from Y.T.S. and Craft Level, through to Higher Technician Certificate and equivalent courses in a range of subjects, including Motor Vehicle, Engineering, Welding and Fabrication, Construction and Mechanical Services.  
Accrington and Rossendale College is responsible for all non-advanced post-16 education in the Hyndburn District of Lancashire.

Required 1st January, 1986

### DEPUTY HEAD - DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES Senior Lecturer Grade - £11,175-£13,128 (Award pending)

To assist the Head in the running of an enthusiastic and progressive department. Applicants must be experienced in and able to contribute to the development, administration and teaching in the following areas:-

Management and/or Professional Studies  
It is expected that candidates would hold a degree and/or professional qualifications and be teacher trained.  
For further details regarding the above TWO POSTS available for recruitment to District Education Officer, Education Offices, Exbank House, Cannon Street, Accrington. (SAE please). Closing date for both posts: 26th September, 1985. (9520)

## North Devon College (Tertiary)

### Principal: D. Trueman, B.Sc.

Applications are invited for the following post to date from January 1986:

## Head of Department Of Humanities - Grade IV

A person of energy and enthusiasm is required to head an established department with a substantial amount of work at GCE Advanced Level. Applicants should have a degree and appropriate experience. Salaries are in accordance with the current Burnham F.E. Report.

Further information and application forms can be obtained (S.A.E. please) from the Vice-Principal's Secretary, North Devon College, Old Sticklepath Hill, Barnstaple, Devon, EX31 2BQ.  
The closing date for applications is 28 September 1985.

DEVON











## FURTHER EDUCATION STAFF COLLEGE COOMBE LODGE, BLAGDON, BRISTOL

### 2 STAFF TUTORS

Salary Scale: £12,522 - £16,578 (under review)

Required from 1 January 1986 2 staff tutors with experience in management development and training to contribute to the teaching programme of this expanding College. Applications welcomed from men and women in education, other public sector services, or industry/commerce.

Appointments may be made to permanent posts, or on short-term contracts (3-5 years), or on secondment from present posts (2-3 years).

Further details from the Registrar and Clerk to the Governors, The Further Education Staff College, Coombe Lodge, Blagdon, Bristol BS18 6RG (Tel: 0761-62503) to whom applications should be returned by 27 September 1985.

(0286)

## BEXLEY LONDON BOROUGH ERITH COLLEGE OF TECHNOLOGY Belvedere, Kent DA17 6JA

Principal: D. F. Glover, M.A., B.Sc., F.C.I.S., F.I.M., F.B.I.M.

Applications are invited for the following post:

### LECTURER GRADE I IN HEALTH SUBJECTS

Required to teach Health Subjects, mainly on courses in the School of Social Care (e.g. Pre-Health, Pre-Social Care, Child Care, Special Needs and Nursery Nursing). Some teaching may be required in other Schools in the Faculty. A Health Visitor's qualification is essential. Some teaching experience (full or part-time) would be an advantage. (Ref. A.2)

**BURNHAM SALARY SCALE** (including London Allowance) Lecturer Grade I: £8,688-£11,190 (according to qualifications and experience). Application forms and further particulars from Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (Erith 42331, Ext. 228) (quote reference of this post), to whom they should be returned within two weeks of the appearance of this advertisement.

The College operates an Equal Opportunities Policy and applications are welcome from people regardless of colour, race, creed, nationality, ethnic or national origin, sex or marital status.

The Council has an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowance.

(0440)

## HENLEY COLLEGE, COVENTRY

Department of Hotel & Catering Studies

### Lecturer Grade I in Food & Beverage Service

A suitably qualified and experienced person is required to join a well-established department offering a wide range of studies from City & Guilds to BTEC Higher Diploma. Teaching experience an advantage.

Salary in the range £5,910-£10,512 (under review).

For application forms and further details, send SAE to: The Principal, Henley College, Bell Green, Coventry CV2 1ED. Tel (0203) 611021 (24 hour answerphone)

Closing date: Wednesday 25 September 1985.

(0400)

## ACTON TECHNICAL COLLEGE

### LECTURERS I IN BUSINESS STUDIES

Required for January 1, 1986, to have some specialisation in

Accounting and/or Law Post A: Experience in development of courses for Small Business will be advantageous.

Post B: Experience in teaching business studies in a multi-cultural environment will be sought.

Write, or telephone 01-993 2344, for further details and application form; stating in which post you are interested, to:

Registrar, Acton Technical College, Mill Hill Road, Acton, London W3 8UX.

Closing date: September 27, 1985.

(0400)

## COLLEGES OF FURTHER EDUCATION

### NOTTINGHAMSHIRE COUNTY COUNCIL

An equal opportunities employer

### BROXTON COLLEGE OF FURTHER EDUCATION

#### LECTURER

Grade £5,910 - £10,512 (pay award pending)

#### HARDWARE SPECIALIST

Required for 1st January 1986, or earlier if possible to act as a hardware specialist with the Local Education Authority. Support service and to undertake maintenance duties at the College in the Department of Electronics and Information Technology. The major element of the hardware will be the development of technology with special needs. Applicants should have experience of working within the fields of electronics and control hardware. Familiarity with the BBC Micro would be an advantage.

Application forms and further details on the scale according to qualifications and experience.

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## EDUCATION - COUNTY YOUTH SERVICE

Full-Time Youth Worker  
ETHNIC MINORITIES OUTREACH  
WORKERS - LUTON

Urban Aid Funding, initially for four years, has been secured to provide an outreach support service to youth groups operating within the substantial ethnic minority communities who have settled in the central areas of the town.

The project will have clerical and part-time professional support and will be based at a self-contained office within a town centre Youth Club.

Two posts are on offer:-  
Ethnic Minorities Outreach Youth Worker - Afro-Caribbean Community JNC 4 Points 1-5 £9,087-£10,209.

Ethnic Minorities Outreach Youth Worker - Asian Community JNC 3 Points 4-8 £8,595-£9,551.

Experience within a multi-cultural setting will be sought for both appointments. Community Development skills will be an added advantage, as will, in the case of the second appointment, a working knowledge of one or more Asian Language.

## SECOND WORKERS

## Halyard and Lea Manor Youth Clubs

Vacancies have arisen, on the promotion of present post holders, at two youth centres on school campuses in the northern part of Luton.

Both posts offer challenging opportunities in innovative youth work in a supportive environment.

Both posts are likely to be of interest to newly qualified workers seeking a first appointment or to more experienced colleagues seeking experience within a community college setting.

Salary JNC 2 £6,357-£8,103.

Application forms and further written information upon all four posts can be obtained from Mrs E. Goodwin, County Hall, Cauldwell Street, Bedford MK42 8AP. Telephone Bedford (0234) 63222 Ext 359.

Informal enquiries please, to Doug Alders, Area Youth Officer - Luton (0582) 410510 Ext 67.

THE COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.

**Bedfordshire**  
A Nuclear Free Zone

## Schools Youth Worker

£9,369 - £10,491 SOUTH WEST AREA  
Park Barn School, Guildford.

To provide a link between staff of the Youth and Community Service and those of the Secondary schools within the Education area, by developing and supporting the Duke of Edinburgh's Award Scheme and contributing to the Social & Personal Education programme.

It would be an advantage to be a qualified teacher and youth worker and be familiar with the Duke of Edinburgh's Award Scheme. Application form from George Cooper, South West Area Youth & Community Office, Area Education Office, 14a/b North Street, Guildford, Surrey, GU1 4AF. Tel: Guildford 572881. Closing date 27 September 1985.

(738)



**SURREY**  
COUNTY COUNCIL

Youth & Community Education Service  
Youth and Community  
Workers (3 posts):

- 1) In Ilkeston and District - general duties including work with young women.
- 2) In Ilkeston and District - temporary appointment for 1 year to cover the secondment of the permanent post holder. General duties with a particular contribution in researching the needs of formal and informal youth groups.
- 3) In Long Eaton area based at Community House, Derby Road, Long Eaton. General duties with a particular contribution in anti-racist work. Previous experience of working with ethnic groups desirable.

Salary for all posts: JNC Scale 3 points 2-6, £8,103-£9,087 per annum.

Application form and further details to be obtained from and returned to the Area Education Officer, Grosvenor Road, Ripley, Derby, DE5 3JE.

Closing date: 30 September 1985.



**DERBYSHIRE**  
County Council

## YOUTH &amp; COMMUNITY

## continued

LEICESTERSHIRE  
COUNTY COUNCIL  
AN EQUAL  
OPPORTUNITY  
EMPLOYER

## Re-advertisement

**KING EDWARD VII  
COMMUNITY COLLEGE**  
Warren Hills Road,  
Coalville, Leicestershire LE6  
3JW

COMMUNITY TUTOR  
(YOUTH)

Applications are invited for the above post based at the College and with responsibility for a purpose built youth centre situated on the Green Hill Estate some 2 miles from the College.

Candidates should be qualified to teach the training in the experience of youth and community work. The post requires a person of initiative together with experience for handling work and the acceptance of responsibility.

Application forms and further details available from the Principal, Richard Holdsworth, B.A., at the above College. Closing date 14 days from the publication of this advertisement. 440000 (06409)

LEICESTERSHIRE  
COUNTY COUNCIL  
AN Equal Opportunity  
EmployerSTOCKING FARM YOUTH  
AND CENTRE

Packwood Road, Leicestershire  
Post of Head of Centre.  
Burham Farm, Leicestershire  
Grade 2 £7,548  
£18,085, pay award  
pending.

Applications are invited from well experienced workers in the community education field for this important post. The Centre is situated in a local authority building, situated about 1 mile north of the City Centre and consists of about 1600 dwellings.

Further details and an application form can be obtained from the Further Education Section, Room 400, Education Department, County Hall, Glenfield, Leicestershire LE1 3AR. Tel: 248.

Closing date 27th September 1985. 440000 (06410)

LEICESTERSHIRE  
COUNTY COUNCIL  
AN Equal Opportunity  
EmployerMOAT COMMUNITY  
COLLEGE

Maidstone Road, Leicester  
Community Tutor (Youth)  
October/January 1986 for development work in a multi-ethnic city centre. An opportunity to join a community education team of full-time and part-time staff, co-ordinating the work of one youth and sports centre. The College enjoys a recognised youth and community work teaching qualification.

Salary: Burnham F.E. Lecturer 1.  
Details and application form available from the principal at the above address on receipt of S.A.E. Informal enquiries or visits welcome, contact 26505/6.

Closing date two weeks from the appearance of this advertisement. 440000 (06415)

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LONDON  
Inner London Education  
AuthorityPROJECT PLANNING PROJECT  
130 Poplar High Street,  
Poplar, London E14 3JL

## YOUTH WORKER

With experience of outreach/development work, required to join team of workers in Poplar.

Compensation, enthusiasm and commitment to work with young adults in a supportive role, essential.

Salary scale 31, £8,904 - £9,551. Both scales include London allowance.

The appointment will be to the service of the Authority.

Assistance may be given to wards household removal expenses.

Tel: Alan Percival 01-538 0535 or 01-587 1842 Monday to Thursday 9-5 p.m. for discussion.

Details and forms returnable to: Mr. Alan Percival, Youth Officer, 138 Kingsland Road, London E2 8AA. (closed application envelope). Tel: 739 0535.

This post is considered for job share. Applications for job share will only be considered if submitted on a job share basis.

LEA 1985 AN EQUAL OPPORTUNITY EMPLOYER. (16730) 440000

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ROTHHAM  
METROPOLITAN  
COUNCILDEPUTY HEADTEACHER  
OF SECONDARY SCHOOLS

Rothham is an equal opportunity employer.

Apply with CV and curriculum vitae to the Headmaster, The School of Education, The University of London, 100, Strand, London, W.C.2R. (16534)

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## EDUCATION DEPARTMENT

HM Prison, Standford Hill,  
Sheppey, Kent

Appointment of

## Education Officer

Applications are invited from men and women with teaching qualifications and suitable experience for the post of Education Officer. The post is to be filled from 1st January 1986 or as soon as possible. Salary Burnham Further Education, Head of Department Grade 1, Scale £10,902 - £12,444

Application forms and further particulars (enclose SAE) obtainable from the County Education Officer (Ref T4) Springfield, Maidstone, Kent ME14 2LJ to whom completed forms should be returned by Tuesday 1st October 1985.



Department of Education and Science

## HM INSPECTORS OF SCHOOLS

English as a second language  
(Reference 15/85)

Applications are invited from men and women, preferably aged between 35 and 45, for appointment in England as HM Inspectors. HMI inspect educational institutions as part of both general and specialist assignments and provide advice to the Department and throughout the education system.

Applicants will be expected to have had substantial teaching experience and involvement in developing methods and approaches to teaching English as a second language within the school curriculum and in the classroom.

They should also have recent experience of working in this country in or with schools serving multi-ethnic populations.

Starting salary for all posts is within the range £17,000-£22,900. Relocation expenses of up to £5,000 may be payable.

Application forms (to be returned not later than 30 September 1985) and further information may be obtained from Mrs S Willis, Department of Education and Science, 39 York Road, London SE1 7PH. Telephone: 01-934 0798/0799/0800.

The Civil Service is an equal opportunity employer.

## SOUTH BIRMINGHAM HEALTH AUTHORITY SCHOOLS HEALTH EDUCATION ADVISOR

Salary Scale 14

£9827-£11,949 (Pay award pending)

A Health Education Advisor is required to develop health education in the curriculum of schools and colleges located in the South of Birmingham. The postholder will be based at the newly opened, purpose designed Springfields Health Education Centre in Selly Oak.

Applicants should ideally have experience in teaching health education, or a related field such as personal and social development, possession of a qualification in health education, although not essential, would be an advantage.

Informal enquiries can be made to Paul Lincoln, District Health Education Officer, tel: 021 471 6111.

A job description and application form are obtainable from the Personnel Department, South Birmingham Health Authority, District Offices, Oak Tree Lane, Selly Oak, Birmingham B29 6JF. tel: 021 472 1345.

## SOUTH WEST ARTS

The largest of the Regional Arts Associations, South West Arts, is a funding and strategic planning agency covering Avon, Cornwall, Devon, Dorset (except Bournemouth), Poole and Christchurch, Gloucestershire and Somerset.

We need a

## MUSIC OFFICER

to develop our work for music, which is dedicated to broadening the base of public involvement with music of all kinds. The Music Officer works with a wide range of national, regional and local music enterprises, and manages an extensive tour circuit on behalf of the region's promoters.

The post requires entrepreneurial flair, and carries important advisory, financial and administrative responsibilities. You must be able to drive.

Starting salary £5,970. Removal expenses and car purchase assistance available.

For details and application form write in confidence to:

Martin Pearce  
Director  
South West Arts  
Bridford Place  
Gandy Street  
Exeter EX4 6LS

Re-advertisement - previous applicants need not re-apply.

SOUTH WEST ARTS

## Administration General

CALDERDALE  
METROPOLITAN  
BOROUGH OF CALDERDALE  
SOCIAL SERVICES  
DEPARTMENT  
RESIDENTIAL AND DAY  
CARE SERVICES (CHILDREN  
AND YOUNG PEOPLE)  
EDUCATIONAL LIAISON  
OFFICER

Salary £5,970 - £11,604  
starting point subject to  
qualifications and experience.  
For this newly created post we  
are looking for an enthusiastic  
and committed person to join a  
well qualified and experienced  
team of officers to develop and  
expand links between local  
schools and the Education  
Department and  
Schools. The post holder  
will also be expected to  
carry out teaching duties in  
relation to the treatment pro-  
cess.

Skipton Lodge is situated in  
its own grounds about two  
miles from the centre of Harrogate  
and offers a wide range of  
facilities for observation,  
assessment and treatment for  
up to 30 young people.

The successful applicant  
should have a teaching qualifi-  
cation and preferably have  
had experience of working  
with children who have 'so-  
cial' needs.

The post holder will be re-  
sponsible to the Principal of  
the centre but will be expected  
to organise his/her own day to  
day work load.

N.C. conditions of service  
for local authority staff will  
apply.

For further information con-  
tact Malcolm Phillips, Principal,  
Skipton Lodge, Harrogate, Sal-  
fax 55333.

Application forms and job  
descriptions are available from  
the Director of Social Services,  
Wellington Park, Gibbet Street,  
Halifax HX2 0BA.

Closing date 25 September  
1985. (06504)

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## Child Care

SUFFOLK  
KESGRAVE HALL SCHOOL  
For highly able but  
behaviourally disturbed boys  
Required as soon as possible a  
residential housemaster.  
Salary range £7,126-9,966  
+ food and accommodation.  
Small particulars available  
from school Tel: 624755.  
Previous applicants need not  
re-apply. 1064525 540000

## DORSET

COUNTY COUNCIL  
EDUCATION DEPARTMENT  
HARCOMBE BOARDING  
HOUSE  
WOOD ROSS SCHOOL  
Lyme Regis  
Resident Assistant House-  
parent (male) required from end  
Sept. 1985 as soon as possi-  
ble. You must be interested in the Education  
Department and be able to  
carry out teaching duties in  
relation to the treatment pro-  
cess.

Skipton Lodge is situated in  
its own grounds about two  
miles from the centre of Harrogate  
and offers a wide range of  
facilities for observation,  
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day work load.

N.C. conditions of service  
for local authority staff will  
apply.

For further information con-  
tact Malcolm Phillips, Principal,  
Skipton Lodge, Harrogate, Sal-  
fax 55333.

Application forms and job  
descriptions are available from  
the Director of Social Services,  
Wellington Park, Gibbet Street,  
Halifax HX2 0BA.

Closing date 25 September  
1985. (06504)

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## HAMPSHIRE COUNTY COUNCIL SOCIAL SERVICES

## Head of Studies

WINCHESTER CHILDREN'S CENTRE  
Salary: Burnham Scale 4  
(plus £1110 p.a. Community Schools Allowance)

The post envisages leadership of a team of approximately 10 teachers (working closely with care staff) at Hampshire's major Child Care resource.

The work will be demanding and challenging - with disturbed/disadvantaged/delinquent adolescents - and will require management and leadership qualities as well as teaching skills.

The person appointed will work directly to the Principal of the Centre and there are management and supporting services.

For further details and arrangements for an informal visit ring Mr. Brian Smith, Principal on Winchester 62023.

Application forms on written request from the Director of Social Services, Trafalgar House, The Castle, Winchester SO2 8UQ quoting reference 11283X. Returnable by 30th September 1985.

10610

## EDUCATION DEPARTMENT

## EDUCATIONAL PSYCHOLOGIST

Soulbury (£9,564-£15,657)

Applications are invited from qualified and preferably experienced Educational Psychologists for this permanent appointment.

The successful applicant will be involved in the normal assessment and advisory work with a group of schools and will also have an opportunity to work within specialised areas for children with special needs.

This is a progressive, recently reorganised service of 8 Psychologists and offers challenging opportunities for professional experience within a supportive team. Essential user car allowance is payable. A current driving licence is essential. (Ref: R30).

Informal enquiries to Mr M. Fox (Senior Educational Psychologist) 01-464 3333, Ext. 4583.

Whilst the London and Metropolitan Government Staff Commission has deemed this to be exempt from the ring fence procedure, applications from employees of the GLC or Metropolitan County Councils with relevant experience will be particularly welcome.

Application forms and further details from Head of Manpower Services, Civic Centre, Rochester Avenue, Bromley BR1 3UB. Tel 01-590 0324 (24 hour answering service).

Closing date: 2nd October 1985.

London Borough of Bromley

10610

## UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

## General Certificate of Education Examination

The Board invites application for addition to the list of those suitable for appointment as Assistant Examiners:

**ADVANCED LEVEL**  
BIOLOGY  
CHEMISTRY  
CLASSICAL CIVILISATION  
COMPUTING SCIENCE  
ENGLISH LITERATURE

**ORDINARY LEVEL**  
BENGALI  
CHINESE  
CLASSICAL ARABIC  
COMPUTING STUDIES  
ENGLISH LANGUAGE  
(OVERSEAS)  
GEOGRAPHY  
HINDI  
HOME ECONOMICS  
MATHEMATICS  
MODERN GREEK  
RELIGIOUS STUDIES  
(Roman Catholic Syllabus)  
URDU

**FOOD AND NUTRITION**  
FRENCH SYLLABUS B  
FRENCH SYLLABUS C  
GERMAN  
GEOGRAPHY  
HISTORY  
MATHEMATICS  
MODERN GREEK  
RELIGIOUS STUDIES  
SPANISH

**ORAL VISITING EXAMINERS**  
FRENCH  
GERMAN  
ITALIAN  
JAPANESE  
SPANISH  
SPOKEN ENGLISH

(Especially from residents in Greater London and the Home Countries)

Applicants should be graduates or hold appropriate qualifications and should be under the age of 65 with three years recent teaching experience. Application forms and further details may be obtained from The Secretary, University of London School Examinations Board, Stewart House, (Room 215), 32 Russell Square, London WC1B 5DN.

Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 18 October 1985.

10602

## UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

## GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Board invites applications for the following appointments:

**CHIEF EXAMINERS**  
**ADVANCED LEVEL**  
Armenian - Japanese for June 1986  
Mathematics for June 1987  
Textiles and Dress for June 1988

**ORDINARY LEVEL**  
Armenian - Bengali - Japanese - Portuguese for June 1986 - Physics - Turkish

**MODERATORS**  
WITH IMMEDIATE EFFECT  
Chinese - Japanese - Swahili

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years recent teaching experience. Examining experience is essential.

Chief Examiners duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners.

For application forms and further details write to The Secretary, University of London School Examinations Board, Stewart House, (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed foolscap envelope. Completed application forms should be returned by 8 October 1985. Previous applicants need not re-apply.

10602

## UNIVERSITY OF CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

## Director of Studies

£21,000 plus

You will be responsible for directing the work of some 27 Lecturers in the Departments of Science, Engineering Science, Mathematics, History (Strategic Studies and Economics) and Languages. You will have overall responsibility for the academic work of some 50 young officers in residence at Dartmouth, and for the selection of officers for university degree courses.

You should be a graduate preferably in the 15-55 age range and be broadly based as an educationalist with considerable experience at secondary or tertiary level. You should have good contacts with schools and universities and must have intellectual and personal qualities which will command the respect of students and staff of BRNC and of Senior Service Officers.

For further details and an application form (to be returned by 1 October 1985) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JU, or telephone Basingstoke (0256) 66551 (answering service operates outside office hours). Please quote ref G/6628.

The Civil Service is an equal opportunity employer

10610

## EDUCATIONAL PSYCHOLOGISTS



# MISCELLANEOUS

**NEWHAM**  
LONDON BOROUGH OF  
NEWHAM  
COMPENSATORY SUPPORT  
SERVICE  
Scale 2  
Required January or as soon as possible.  
Three teachers with experience of teaching ethnic minority pupils as well as ability to work in team teaching situation and to visit parents essential. Knowledge of other cultures/languages an advantage.  
London Allowance: £1,038.  
Application forms (see) available from the Director of Education to whom completed forms should be returned by 24 September 1985.  
Education Office, 379/383 High Street, Stratford, E15 4JG.  
An Equal Opportunity Employer. (06581) 680000

**TEACHERS** Qualities developed as a teacher could help you succeed in a sales career with a large National Company. We seek people with determination and drive to achieve professional success. For further information in your area please Tel: Cheltenham 38288, Oxford 16535, Epsom 30051, Worcester 25437. 680000 (19754)

**WALTHAM FOREST**  
EQUAL OPPORTUNITY  
EMPLOYER  
CULTURAL  
DEVELOPMENT SERVICE  
Markhouse Road, London E17  
Teachers-In-Charge: Mr G. Manuel and Mrs J. Little  
Required as soon as possible.  
INFANT & NURSERY  
TEACHERS SCALE 1  
Outer London Allowance depending on qualifications and experience required for the support of bilingual, bicultural pupils. Successful candidates will be expected to become an integral part of the Nursery team and/or mainstream infant classroom to which they are seconded and will be able to assist in the development of effective strategies to support children from minority cultures in particular.  
Candidates should have experience of working with the younger child, but Newham experience, though desirable, is not essential.  
Teachers in Charge for application form and further details (send S.E.).  
Closing date 27th September 1985. Ref. U14500 (065252)

## Peripatetic Posts

**BRENT**  
LONDON BOROUGH OF  
EDUCATION DEPARTMENT  
INSTRUMENTAL MUSIC  
SERVICE  
Required for January 1986 - or earlier if available.  
INSTRUMENTAL MUSIC ORGANISER (Senior Teacher Scale 2) A fully qualified teacher in required for this post who has extensive and substantial music teaching experience in schools and instrumental work. He/she should also be a good musician, administrator and organiser who relates well to people of all ages. This post has become vacant due to the present holder having been appointed to a new post. This is a re-advertisement and previous applicants will be re-considered.  
London Allowance £1,038 per annum is payable.  
Brent is an Equal Opportunity Employer.  
Brent is fundamentally committed to Multi-Cultural Education.  
Application forms (see) from Director of Education, P.O. Box 1, Chesham Road, Brentford, Wembley HA9 7RW, returnable within 14 days. (06525) 670000

## Outdoor Education

**DEVON**  
SKERN LODGE OUTDOOR CENTRE  
Excellent value for money schools adventure programmes. Tel. 03578 15932 or write Skern Lodge, Appledore, Bideford, Devon EX39 1NG.  
See our main advertisement on Page 20. (16114) 680000

**DEVON**  
SKERN LODGE  
Devon  
Qualified instructor, drivers  
Required for March 1986. Interviews by arrangement.  
B.S.A.P. R.V.A. Tidal instructors and/or Climbing Canoeists (B.C.U. S.I. or T.I.).  
Apply with C.V. or Tel: John Watson, Skern Lodge Outdoor Centre, Appledore, Bideford, Devon EX39 1NG (03578 15932). 680000 (16113)

## FINANCIAL MANAGEMENT CONSULTANT

A former Scale IV Head of English, now a successful Sales Associate at his branch has stated:—  
"After 12 months with Allied Dunbar, I have found this new career an enjoyable and rewarding experience in that it provides a really worthwhile service to the community whilst achieving a decent standard of living for my family and myself".

Chris was 12 years in the teaching profession before making this change. He has found our training, our financial support package, the varied scenario of selling his own working patterns and our progressive development of his new career, to be first class.

If you are thinking of your future, the potential income that you can 'enjoy' and are considering change, if you are above 25 years of age, preferably with some responsibility and live within 25 miles of London's West End please write to, or telephone without obligation:—

Vernon Willey, Allied Dunbar, 17/19 Stratford Place, London W1N 9AF — 499 8030 (0652)



THE FINANCIAL MANAGEMENT GROUP

## Education

### Temporary Peripatetic Teacher of Music (Violin/Viola)

(Scale 1/2)  
Fully qualified teachers are required for a temporary appointment as teacher of Violin/Viola to cover for maternity leave. The successful candidate will join a well established team working in Primary and Secondary Schools in the Western Area of the County.  
Applicants should be available from 27th September, 1985 or as soon as possible thereafter.  
Application forms and further details are available (s.e.) from the Director of Education at County Hall.  
Closing date 23 September.  
Please quote ref. S28/145.

An Equal Opportunity Employer.



Nottinghamshire  
County Council  
County Hall - West Bridgford  
Nottingham NG2 7QP

## HAVE YOU CONSIDERED A CHANGE OF CAREER?

Are you recently qualified?

Approaching the end of your present contract?

Can you join us before Xmas?

**John did!**

Three years ago I was a scale one Physical Education Teacher in Birmingham. I was frustrated and dissatisfied with the education system. I joined Pitney Bowes and within a year I found I was earning more than my old Headmaster - I was only 25. Pitney Bowes provided me with excellent and continuous sales training, encouraging and supporting me at all times. The company provide regular incentives and I have won prizes at conventions in Cannes and Marbella. I enjoy a standard of living I never dreamed of as a teacher. Today, I am a Sales Team Manager in Leeds, heading up a team of seven Salespeople with a great career in front of me.

Pitney Bowes is one of the world's leading office systems manufacturers, with a long established record of outstanding success - 18.26% compound growth over the past six years and a worldwide turnover of 1.3 billion dollars.

We operate out of twelve area offices located in South and North London, Crawley, Harlow, Bristol, Birmingham, Peterborough, Manchester, Leeds, Aldridge, Belfast and Dublin, so opportunities are nationwide.

Pitney Bowes can bring out the best in you, with superb sales training programmes. We can offer you real opportunities for promotion in an expanding blue-chip multi-national company.

You'll learn in-depth about our products and acquire the necessary selling skills to earn yourself:

- Base salary of £5,100. On target earnings of £14,250 for on quota performance and on open-ended commission structure for above quota performance
- Company Car • Profit sharing
- Conventions abroad
- What are we looking for?
- A positive enthusiastic personality
- A desire to succeed through ability and hard work
- A current driving licence
- Age range 22-32



Pitney Bowes means people

**Graham did!**

I joined Pitney Bowes in July 1984 having spent eight years in the teaching profession. During this time I had a standard of living I felt each year until coupled with my general dissatisfaction with the profession, I realised it was time to leave. Pitney Bowes offered me the opportunity to double my income by providing a first-class sales training course and a big step in my career. Although I was a big step in my career, I was a choice I really had to take. After eight years, it was a choice I really had to take. I have had a very successful first year with Pitney Bowes, qualifying for a place on a sales convention in Marbella in June and am now really looking forward to exploiting the many and varied opportunities available within the company.

Interested?

Please write to me, Lesley White, Sales Training Department, Pitney Bowes plc, The Pinnales, Harlow, Essex CM10 5BD, with your C.V. or a letter telling me about yourself and your career to date.

This appointment is open to both men and women.

## STRIKE IT RICH

YOU ARE A TEACHER - PROBABLY UNDERPAID. ALRIGHT, DEFINITELY! AND THE PROSPECT OF BEING PAID WHAT YOU ARE WORTH? ... NOT VERY BRIGHT.

WE ARE AN INTERNATIONAL COMPANY WHO HIRE TEACHERS. NOT TO TEACH, TO SELL.

WE HAVE FOUND THAT THE VERY SAME SKILLS THAT LED YOU TO THE CLASSROOM ARE THOSE THAT COULD INCREASE YOUR INCOME SELLING EDUCATIONAL MATERIALS. THERE IS NO COLD CANNVASSING.

AS YOU KNOW, THERE IS A DIRECT RELATIONSHIP - BETWEEN RISK AND REWARD. HIGH RISK = HIGH REWARD. LOW RISK = LOW REWARD.

AND YOU MAY HAVE HAD SOME RECENT EXPERIENCE IN THIS REGARD.

IF WE HAVE STRUCK A CHORD, WE WOULD LIKE TO HAVE A CHAT WITH YOU. AS YOU MIGHT SAY IN YOUR CLASSROOM TO A STUDENT'S QUESTION, ... GET THE FACTS.

WRITE WITH C.V. TO MR. MALAGHAN, NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

Closing date: 3rd October, 1985.

## NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES

### Education Management Information Exchange Senior Research Officer

An energetic and committed graduate education administrator or information officer is required to manage a busy information service. After successful completion of a four year experimental phase, EMIE is being developed as a fully fledged information service primarily for local authority education officers and advisers.

Preference will be given to candidates with experience of work in LEAs or of educational policy issues. A knowledge of computers, abstracting or indexing and local government management would be an advantage.

Salary Scale: £10,720 - £14,925 - Pay Award pending. Placement on scale will be according to qualifications and experience.

For application forms and further particulars, please apply to the Personnel Office, National Foundation for Educational Research, The Mers, Upton Park, Slough, Berkshire, SL1 2DQ. Telephone: SL0UGH 74123.

Closing date for return of completed application forms: 30 September 1985.

## THE TIMES EDUCATIONAL SUPPLEMENT 13.9.85

### OUTDOOR EDUCATION

**HARINGEY**  
Progress with Humanity  
PENNARREN HOUSE  
OUTDOOR EDUCATION CENTRE  
Llanymynydd, N. Crickhowell, Powys, South Wales  
TEACHERS OF OUTDOOR EDUCATION  
EDUCATION SCALE 2  
Required for 1st January 1986.  
A suitably qualified teacher is sought for the post of Teacher of Outdoor Education, preferably with previous experience in both School and Centre. Considerable skill in Outdoor Pursuits, together with an interest in Field Studies (Geography), is required. The Centre provides residential courses for young people from Primary and Secondary Schools, Youth Centres and Further Education. It is situated on the south slopes of the Breidden Mountains and offers facilities for rock-climbing, hill-walking, board-sailing, canoeing, pony-trekking and field work. Residential, evening and weekend work form part of the duties.  
Application forms and further details (s.e.) may be obtained from the Chief Education Officer, Education Office, 48-52 Station Road, Wood Green, London N22 7QP.  
Applicants should be returned by Friday, 27th September 1985.  
Removal Expenses - 100% allowed in approved cases.  
Haringey is an equal opportunity employer. (06501) 680000

**DORSET**  
YOUTH ACTIVITIES CENTRE  
TEACHERS OF OUTDOOR EDUCATION SCALE 1 (N.C. CONDITIONS OF SERVICE)  
Applications are invited from qualified teachers above post from 1st January 1986.  
Applicants should be able to provide instruction in a range of activities including climbing, canoeing and kayaking, and be willing to assist in the co-ordination of the Centre's evening and weekend programmes.  
Application forms, returnable to the Centre Leader by 30th September, and further details (s.e.) may be obtained from the Staffing Officer, County Hall, Dorchester, Dorset DT1 1XJ (03645) 680000

**SOUTH DEVON**  
COURTLANDS CENTRE  
School Journeys, Courland, Devon Field Course, Outdoor Pursuits, Coastal and Moorland, - Comprehensive facilities for all ages. Full Licence for all activities. Contact Tel: 0548 550287 (03649) 680000

**PARTNER WANTED**  
1986 to be Warden and Teacher for a new environmental Field Centre in Essex. Interest in outdoor activities, organic farming and alternative technology will be a distinct advantage. Investment will be required. House provided. Possible employment for spouse. Further details from: M.E.C., c/o The Coach House, 20 Park Street, Essex. (16631) 680000

**NOTTINGHAMSHIRE**  
COUNTY COUNCIL  
BARNET  
ENGLISH LANGUAGE TEACHERS  
REQUIRED JANUARY 1986  
ASISTANT TEACHER SCALE  
Teacher of English as a Second Language, to work initially at the N.W. Unit, Barnet, Nottinghamshire, with pupils from local Junior and Secondary schools who have little or no experience of learning in English. Some Junior schools in also a possibility. Successful candidates will be expected to have experience of teaching in a bilingual school, preferably in a multi-lingual class and relevant experience and/or training in the teaching of English as a Second Language.  
A combination of Distance Learning followed by Residential Block for teachers or archival work for the qualifications listed above. Distance no problem.  
Write for details to: The Director of Education, Nottinghamshire County Council, 100000 (065441) (17873) 710000

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